



Term I

Teacher's Guide



Shona Evans

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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KGl, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally—curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy

Minister of Education and Technical Education

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Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross- curriculum topics
and B	1 Hop, skip, jump	climb, hop, jump, kick, run, skip	l can (jump). I can (jump), too. Well done!	k: kick, kite t: teddy bear, two K: Karim T: Talia	Critical thinking: Observation: Match and say Problem solving: It's Sports Day! Decision making: Look and draw	Independence: Let's be healthy!	Preventative health: It's Sports Day, Let's be healthy!	Math: Counting 1-10, Play time
who ambron	2 i pízy music	drum, guitar, piano, flute, triangle	I play the (piano). I play the (piano), too.	g: guitar, green p: piano, pink G: Gamila P: Peter	Problem solving: A talent show Collaboration: Let's work together! Creativity: Think, draw and color	Independence: Show and tell Sharing: Let's work together!	Community participation: Let's work together!	Music Instruments in the class
	3 My home	bathroom, bedroom, garden, house, kitchen, living room	Where's (Dina)? She's in the (bathroom).	i: in, ink, insect u: up, umbrella l: Injy U: Uncle	Problem solving: Hide and seek, Play time Self-management: Let's do it ourselves! Respect for diversity: Homes in Egypt	Independence: Let's do it ourselves! Tolerance and acceptance of others: Homes in Egypt	Loyalty and belonging: Homes in Egypt	Social Studies: Homes in Egypt
Theworld around me	4 My day	get up, go to bed, go to school, have breakfast, have lunch, have dinner, play with friends	I (get up). I (have breakfast).	l: leg, lion, lemon q: quiet L: Lamya Q: Queen	Problem solving: Busy Bee's day Self-management: Let's get ready!, Day and night Communication: Show and tell Critical thinking: Observation, Creating relationships: Day and night	Appreciation of science: Day and night Independence: Show and tell	Community participation: My daily routine	Science: Day and night
Review 1 Revision from units 1-4		Communication: Acting	Participation: Board game, Acting					

Introduction

Connect KG2 is the second level of an exciting new course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey which is full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is based on activities to develop oral and listening skills in English as well as introducing the alphabet and basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).

The course was developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It was carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, emotional and socio-cultural needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful, first steps learning experience.

Each level is divided into four main themes: Who am I? The world around me, How the world works, and Communication. These encourage students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

Connect KG2 builds on the knowledge that students have gained in KGl, although it is suitable for complete beginners too. The context of the book reflects the children's immediate environment, so the topics draw on their knowledge and subsequently motivate them to discover more about the world through English. Topics in Connect KG2 include actions, musical instruments, home, daily routines, food, animals, jobs and games.

The main characters

Adam and Dina are the main child characters. They are a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, so students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She appears in the stories to help the children solve little problems concerning life skills, such as self-confidence, empathy and helping others. Busy Bee is represented throughout the course in the activity icons, which clearly show students what kind of activity it is

Course outline

The course has the following components

Student's Book

The Student's Book consists of two terms. Each term has four main units plus one review unit. Each main unit consists of twelve pages, which equate to six lessons, plus at least two Play time pages. Each unit is carefully aligned to the curriculum standards and learning outcomes

Each unit has an appropriate topic for young children. The six lessons in each main unit include a variety of the following features:

- · presentation of vocabulary in the context of an illustration, which is clearly presented and practiced through a song
- a story featuring the vocabulary in the context of chunks of useful language
- · deeper exploration of life skills, values and issues
- · listening and speaking practice of the target language of the unit

Introduction

- phonics presentation and practice including listening, speaking tracing and writing tasks
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art and Social Studies
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

After each main unit, there are at least two pages of *Play time* activities. These pages are extra material designed for students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, it is not vital that these pages are completed. They are intended to be extra fun tasks only and are not compulsory.

The review units at the end of each term are designed to practice and consolidate the language students learned so far.

At the end of the book are a selection of cut out materials to be used as interactive resources. Full guidance about when to use these are given in the Teacher's Guide notes.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set opposite the accompanying notes. Answers to all questions can be found in these Student's Book pages. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. There are fast finisher activities and practice game suggestions at the end of each lesson

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group.

Digital materials

Links are included throughout the Teacher's Guide to animated videos of the songs and stories. Animation brings the story content to life and additional fun and action to the songs. There are also supporting videos for some integrated curriculum content to help teachers to explain more difficult concepts.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson Each lesson has a particular focus

Vocabulary

Students listen to the new words and find the items in the picture.

Students then listen to the song and sing along as much as they can. They can also sing on their own with the karaoke version of the song.

Confidence with new language is gradually built up through fun activities.



The artwork is bright and colorful with lots of details for students to find and discuss.

Introduction

The word box shows the new words of the unit. The words are in blue because students are not expected to be able to read them. Words will be presented in black for students to read later on

The language and vocabulary in each lesson is clearly presented to teachers and parents in the footer.

Vocabulary: barlinoom, bedroom, garden, house, kilchen, living room



Ant Torolog Titoln

Story

The activities are clearly shown to students with the funicons of Busy Bee

Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.



Children in kindergarten are learning lots of new skills. The Look and learn feature nelps students to focus on these skills.

The lesson works towards children using language to express themselves

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Life skills, Values and Issues

Life skills values and issues are integrated throughout the course but there are also specific lessons focusing on these learning points



ATT PERSONAL TRAIN

Listening and speaking

The focus of this lesson is for students to practice the target language in a fun listening and speaking activity



This task requires students to cut out materials from the back of the book and use them in a fun and interactive activity

First students lister to sample dialogs and point to the corresponding pictures on the page

By the end of the lesson, students should be comfortable using the language independently







Language Where's Ulna!? She's in the 'hedroom'

The arm of this activity is for students to practice and perform a simple dialog in pairs. The small pictures below the heading help students to identify the language required.

THE CATALOG - 1 M I

Phonics

Students ...sten to the lively phonics chant which presents the target sounds. They listen and repeat the sounds.



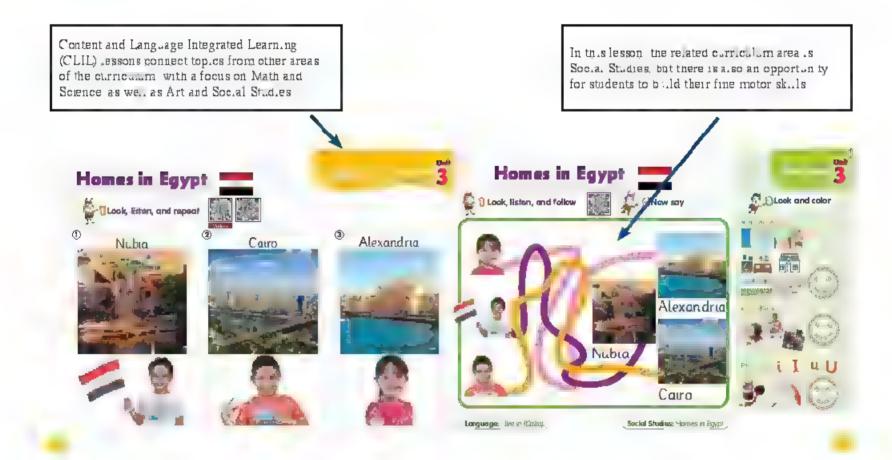
Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.

The letter sounds are presented with words that are known or sample and common so that students can link a new concept to familiar words and objects.

This feature shows students where the letters they are studying fit into the alphabet. We present the alphabet in lowercase letters on one page and in appercase on the next page, so that students can see each case in context.

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English in the classroom (CLIL)



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons particularly in Math and Science

and travelue Hours

Project

In this project, students make a book about daily routine activities. This consolidates the language if each issues and issues dealt with in the unit. The project is also a chance for teachers to assess the students' progression in these areas.

Resources needed for the project are clearly shown on the page

There is a clear step by step guide for how to

create the project work Further g...dance .s

g ven in the Teacher's Guide



Both creativity and working in groups are important elements of the kindergarten curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their farmles.

After completing the project students show

their creation to the class or their group.
The presentation includes practice of the target language of the unit.

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Show and tell and Unit review

For the Show and tell activity students bring objects from nome to show the rest of the class and to talk about. The photograph shows what students need to do If it is difficult for students to bring items from home, they can present something which they have made or drawn.

all the language that students learned in the unit.

This revision is guided by the teacher and then followed by student self assessment.

Every unit ends with a unit review. This revises



The final part of the lesson is a self assessment activity. Students look at each element of the unit. If they understand each part, they color the faces. Full guidance for this section is given in the Teacher's

Guide



Play time

These pages are extra material designed for students to work independently. They revise known language so it can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring tracing writing matching and other fun revision activities.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Conject the books at the end of the lesson. Look at the students own assessment of their progress in the Look and draw activity. Check that you agree with their own assessment and their allocate your own mark on their progress.

For your own records, give students a grading for each skill. Then for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills. Your grading is based on the student's performance throughout the unit. In order to decide on an assessment color easily make a short list of the unit learning objectives. If a student achieves all of the learning objectives, tick the blue face of the shident achieves most of the objectives, tick the green face and so on

Make sure that students know that a tick next to a red or yellow face is not a failure but is just a sign that they need to revise the language in this unit

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How to teach phonics

The course supports children's phonemic awareness development through Learn sounds with Busy Bee in each unit with emergent writing skills practice. Each phonics lesson focuses on two key letter sounds of the alphabet using familiar vocabulary from the unit. At the end of Connect KG2, there is a revision of all the letters and sounds learnt throughout the course.

Each letter sound is presented using the same procedure. Teachers show a pleture litem or action to eller the word eighthy kick their leg to eller the word kick. Then they draw the letter on the board and point and say the letter sound eighthy and encourage students to repeat. They kick again and eller kick. Finally they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word eighthy kick.

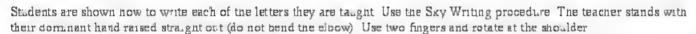
A chant reinforces the correct pronunciation of the sounds in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound

How to teach emergent reading and writing skills

This course was carefully designed to nelp scalfold both preinteracy and early interacy skills in the developing child. In the emergent stage a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activates to help a child develop oral language through instending and recognition activates songs, stories and simple dialogs.

In Connect KG2 students are taught two new letter sounds in each phonics lesson. Through the activities they practice identifying and saying the letter sounds and identifying words with those initial sounds. Printed words in the Student's Book appear in blue font as they are not intended for students to read. Later in the course words are written in black font and students are meant to read these.

The development of age appropriate writing skills is also carefoldy introduced. Fre writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should satisficately upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly make sure students don't grip the pencil too tightly.





The teacher writes on the lines and says the steps out loud. Then students trace the letter in the air saying the steps out loud with the teacher

Repeat each letter

For example to write the letter h, say Start at the Sky Line, go straight down to the grass line, go up and round to the plane tine and round down to the grass line. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book first with a finger and then with a pencil and then they copy the letters while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage the children to understand how writing drawing painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom with posters and classroom signs decorating the walls.



CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language taking children to other spheres and areas of learning through the medium of English In this course the CLIL area is closely related to the theme of the unit and story content in which areas such as Math and Science are focused on as well as Social Studies. Art and Music The material included is engaging age appropriate and opens the door to new areas of learning around a topic

Teaching life skills

Children at kindergarten age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions

- Learning to live together skills for active citizenship: respect for diversity empathy sharing accountability. In Connect KG2, skills introduced for this dimension include sharing and respect for diversity.
- Learning to be skills for personal empowerment self management resilience communication. In Connect KG2 skills introduced for this dimension include building independence and self-confidence effective ristening and assessing progress.
- Learning to do skills for employability collaboration negotiation decision making productivity. In Connect KG2 skills introduced for this dimension include respecting others working in groups and following rules.
- Learning to know skills for learning creativity critical thinking and problem solving. In Connect KG2 skills introduced for this dimension include problem solving in each of the stories and creative thinking in project and presentation tasks. Stories activities and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underprinted by current thinking skill trends in early years of education. While learning English specific attention should be dedicated to the development of a child stability to recall information ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their dwill cognitive development, which helps to create confident small early thinkers.

Teaching values

Values education is the teaching of values such as currously independence integrity tolerance respect participation perseverance cooperation and independence. These values neighbor to create good citizens, and are very important development steps for children of this age.

Students are introduced to simple values topics set in a familiar context. They are shown common situations in school life in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity perseverance cooperation, politeness and respect, tolerance and increasing independence.

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Teaching issues and challenges

The curriculum framework identifies contemporary and argent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are

- Non discrimination issues
- Citizensh.p.ss..es
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy infestyle in Unit. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabiliary and concepts by using physical movement to react to the teachers input. It is a process that can boost language learning since it is inclusive fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as stand up, sit down clap your hands and open your books are some of the common instructions which could be used.

TPR is also used to react to the content of songs in mirming activities and givessing games

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear step by step demonstration is required from the teacher who should monitor carefully helping those in need before progressing to the next stage

Craft can also be a springboard for speaking activities classroom displays role plays songs and stories

Using the Games Bank

Cames are an essential element of effective lessons for this age group. They bring many benefits including consolidating motor skills developing cooperative skills practicing vocabiliary and solinds and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

A., the games are explained in the Games Bank at the end of the book. The games practice motor skills vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class group and pairwork games and they can be adapted to suit the needs of any class.



Characteristics of young learners

Very young children by nature are very inquisitive active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. It space permits have reading corners role play and project areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tallor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly fair and firm

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be a great comfort to children who are reliciant to leave their family and can be used to greet and calim them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are a so valuable tools in the Young Learner's classroom and can be used to introduce new vocabiliary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning tocased and appropriate to their stage of development.

Classroom Management

Working in whole class, pairs, groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valiable time. Routines create a predictable pattern and once established children begin to understand what is expected of them and now they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom.

Hello time

Greet the children in a friendly way Sing or play a Hello song Use a class mascot to greet the children and take the register

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot pictures and realia to capture children's attention

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side or for slightly larger groups of 3.4 with everyone's shoulders "touching" (this promotes the ability to speak softly. In sort of a huddle)

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Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long form questions. This strategy allows students to discuss ideas reflect on learning and check each other sanswers.

Lean and Whisper

Students lead one shoulder in toward one neighbor to answer a question that has a one to two word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom

Playing time

This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom, the reading corner for example. Observe how they play and interact with their classimates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books crayon pots and put their chairs under the tables. Establishing a setroutine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you and the class mascot in a calm relaxing manner

Classroom language

Classroom language needs to be simple meaningful and repetitive Children learn quickly but forget easily. Use language that children can associate with a certain routine or activity which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent Try to incorporate the following language unto your English class routines.

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please

Go to your table.



Open your books.

Close your books.

Tidy up, please

Stand in a line

I hope you enjoy using this innovative new course which was lovingly written and designed to create a memorable and purposeful language learning experience

Let's remember

Le's /emembe

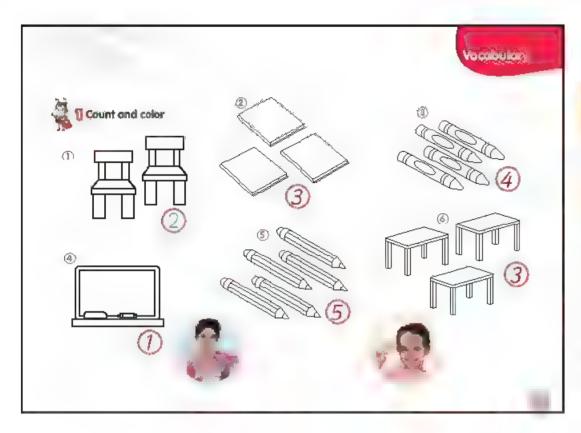
page 2

These Let's remember pages are intended to be used with students that have completed Connect KG1 These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 Look and write

- 1 Remand the students of the letters and sounds they earned in kindergarten 1 Play Circle if (Garne's Bank page 84) to revise these etters and sounds
- Te, I the students to look carefully at the pictures and the letters. They need to identify the correct in the letter for each word.
- 3 Check that the students remember the vocabulary Say each word and ask the students to point to the correct picture. Ask them to hold up their books to show you their answers.
- 4 Point to each picture and ask the class to say the correct sound and word
- 5 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same and make sine they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- 6 Mode, the letter formation for the letter's Say the sound /s/ With your back to the class, write a large letter's in the air with a finger. Make the starting point and direction of writing clear.
- 7 Ask the students where s needs to be written on the page (under strawberry). Ask them to do this and check that they form the letter correctly.
- 8 Repeat steps 6 and 7 for the rest of the etters







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page 3

These Let's remember pages are intended to be used with students that have completed Connect KGI. These pages revise the vocabulary taught in kindergarten level 1. If your students have not studied kindergarten 1, you can use these pages for practice later in the year.

1 Count and color

- I Remind the students of the number 15
- ? Play Show me (Games Bank page 85) with the numbers 1 5
- Ask the students to count the objects on the page and to write the correct numbers
- 4 When they have finished ask them to color the pictures carefully

Extra practice

□ Revise the classroom items. Ask the students to talk about their work using as much English as possible.





page 4

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- 4 Point to each picture and ask the class to say the correct sound and word
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- 6 Mode, the letter formation for the letter b. Say the sound /b/. With your back to the class write a large letter b in the air with a finger. Make the starting point and direction of writing clear.
- 7 Ask the students where b needs to be written on the page (under book). Ask them to do this and check that they form the letter correctly
- 8 Repeat steps 6 and 7 for the rest of the etters





Late vendaber

page 5

These Let's remember pages are intended to be used with students that have completed Connect KG1. These pages revise the vocabulary taught in kindergarten level 1 If your students have not studied kindergarten 1 you can use these pages for practice later in the year.

1 (CD 1.2) Listen and number

- 1 Heap the students to find page 5
- Ask the students to look at the photos. What are the chaldren doing in each photo? Why are these good things to do? Encourage the students to tell you in English as much as possible about the photos. This can include colors, numbers, boy girl garden etc.
- 3 Say Listen and number



- 4 Play the CD for sentence 1 Ask the students to repeat. Point to the correct picture with the example answer.
- 5 Play the CD sentence by sentence checking the answers after each sentence

Narrator

Girls:

1

Let's work to getner

Narrator

2

Girl I wash my hands

Narrator 3

Boy I tiety the books

N-----

Narrator 4

Boy I wash my face.

Narrator 3

Girl I tidy the pencils.

Narrator

Boy I help Daddy in the garden





I MORECHI

page 6

Objectives: To identify vocabiliary for actions in a picture

To a sten to and sing along with a song

Vocabulary: climb, hop, jump, kick, run, skip

Language: I can jump ,.

Materials: Student's Book pages 6 and 7

Class CD

Online song video

Coloring pencils or crayons Name stickers in English

A soft ball for each group for the opener activity

Opener :

 Welcome the children with a smale and say Hello! Encourage the children to say Hello back to you

· Give each student a name sticker with their name in Eng. sh

Play the game Hello! (Games Bank page 85, to help everyone learn each other's names Ask the students to sit in groups in a circle. Demonstrate the game with one group. Roll a ball to a student. Say Hello (name). Encourage the student to say Hello, (your name) back to you. The student rolls the ball back to you and then you roll the ball to another student and repeat. Ask each group to continue until each student has had at least one turn. Go around the classroom and help as necessary.

Presentation

1 Present and practice the new action words climb, hop, jump, kick, run and skip

- If you have space to, shidents to find a space in the room and to watch you carefully Present the new vocabulary by demonstrating each action for example pretend to climb on the spot, and say climb. Students repeat the word (climb) several times chorally and then individually. Then they pretend to climb and say climb.
- Repeat for hop jump, kick, run and skip.
- 4 Do an action and ask What's this? Encourage students to say the words. Vary the order you do the actions.

1 (CD 1.3] Look, listen, and point

1 He.p the students to find page 6

Review or teach the character names, Busy Bee, Adam, Dina, Lada and Youssef using the pictures in the book. Point to a character and ask Who is this? Busy Bee? Dina? Adam? Students say each name.



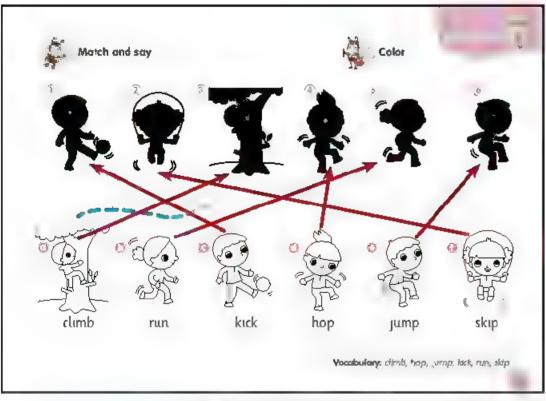
- 3 Ask Who can you see? (Busy Bee Adam Dina Laila Youssef and 3 friends)
- 4 Encourage the children to wave and say Hello! to each character
- 5 Then ask students What are the children doing? Point to Laila and ask What is Laila doing? She is running Can you run? Encourage the children to run on the spot Repeat for Dina (skipping) Adam (jumping) Youssef (kicking) the boy who is climbing and the girl who is hopping
- 6 Ask them to tell you anything else they can see in the picture What else can you see?

 Accept an correct answers ball, shorts, t shurt, cap, one, two, three four, five, green, blue, red, yellow, black)
- 7 Say Listen and point Play the CD For each word students point to the child doing the action in the picture or at the bottom of the page
- 8 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank

climb hop jump kick run skip

2 * [CD 1.4 and 1.5] Sing

1 Hold up a book



- Point to one of the actions (jump) and ask for a volunteer to do the action saying the word pump. Repeat with the other actions
- 3 Say Listen and point Play the song For each verse the students point to the child doing the action in the picture

1 Everyone jump!	Follow me	Lean jump,	1, 2, 3
2. Everyone run!	Follow me	I can run,	$I_{\nu} \hat{Z}_{\nu} 3$
3 Everyone kick a ball!	Follow me	I can lack a ball,	1, 2, 3
4 Everyone ship!	Follow me	I can skip,	1, 2, 3
5. Everyone chmb!	Follow me	I can climb,	1, 2, 3
6 Everyone nop!	Follow me	I can hop,	1, 2, 3

- 4 Play the song again Encourage the students to sing along as much as they can
- 5. Play the song again. Encourage the students to do the actions when they hear them.
- 6 When students are able play the version of the song without words. Students sing as much as they can.



Karaoke A video of this song can be accessed by scanning this QR code



page 7

1 Match and say

1 Help the students to find page 7

4.1.5+0.10

- Use the pictures at the bottom of the page to elicit the words. Ask What's this? (kick skip, chmb, hop, run, jump)
- 3 Then say Now work in your group and match. Students identify the first picture in the bottom row (climb) and look for a suppose of the same picture in the top row. They carefully draw a line from the picture of cumb to the silhouette.
- 4 Repeat for the other pictures. Go around the classroom and help as necessary
- 5. Then say Now say Encourage students to say Climb, I can climb

2 Color

- 1 Practice any known colors with a game of Color Spot (Games Bank page \$4) Say Find something (red) Students find and point to something (red) in the classroom
- ? Tell students they are going to color in the pictures of climb run kick hop jump and skip Say Let's color
- 3 Students work carefully to color the pictures as neatly as they can
- 4 Students point to their finished pictures and say the words *clunb, ran, kick, hop, jump* and *skip* Encourage them to say the colors *It's (red)*. Go around the classroom and help as necessary

Extra practice

Ask the students to work in pairs to show their pictures to their partner



Charle West Storms

 In pairs students can practice saying the action words for a partner to do or they can do the actions together

Practice game

Play Teacher says (1) (Games Bank page 86)

- 1 Give instructions for the students to do Say Teacher says (hop) and hop yourself to demonstrate Students hop Continue with pump, kick run and skip
- Then say an action (hop) without saying Teacher says and show the children that you are not doing the action. Students only do the action if you say Teacher says
- 3 Play severa, times. Sometimes say Teacher says and sometimes just say the action



Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the approximated days
- Say We can say what we can do

We can climb, rim, kick, hop, jump, kick and skip,

We sang a song

Next we will read a story about Adam and Dina.

page 8

Objectives: To .dentify vocabiliary for actions in a picture story

To distant to and follow a picture story.

To think about what happens next in a story.

To learn a new life skill (problem solving).

To practice solving problems

Life skills: Problem solving (identifying a problem and stiggesting solutions)

Vocabulary: elimb, hop, jump, kick, rim, skip

Language: I can jump).

I can jump , too

Materials: Student's Book pages 8-13

Class CD

Online story an mation Coloring pencils or crayons

Opener (

- Revise the actions with the class by saying actions for the whole class and individual students to do
- Play the song from Lesson 1 Student's Book page 6 aga n and ask students to sing along and do as many of the actions as they can

1 🕼 [CD 1.6] Listen, read, and point

- 1. Help the students to find page 8
- Look at the story frames with the class Ask Who is this? for each main character Students respond with the characters' names
- Ask them where they think the children are (at the park or on the sports field). Point to the pictures and ask the students to identify the action (jump kick run). Ask students to name



anything else they can in the pictures What else can you see? (shorts it shirt offer red yellow green) Accept all correct answers

- 4 Point to the boy in frame 1 Ask What is he doing? Discuss with the plass
- 5 Play the first part of the CD

Narrator,

Adam: I can jump!
Youssef: I can jump, too!
Teacher Well done!



Unif |

(fixtely)

page 9

6 Repeat steps 4 5 for frames 3.5 pointing to characters one by one

Narrator, 2

Dma: Ican kick a ball
Laila. Ican kick a ball, too

Teacher Well done!

Narrator 3

Laila: I can skip! Dina and Girl Well done!



page 10

Narrator:

I can run! Youssef: Teacher Well done!

Narrator,

Adam: I can nop! Well done! Teacher: Youssef: I can. Whoo ah!

After the end of frame 5 stop the CD Look at the picture of Yoursef holding on to the climbing frame looking like he needs help. Point to the Tlank! box and ask the students to think about what will happen next. Ask Is Youssef OK? Can he climb? What will Youssef do? What will Busy Bee do? Help the students to think about the problem. Have they ever got stuck somewhere? What happened to them?





LESSON

page 11

8 Continue playing the story. Were students predictions correct? Was Busy Bee kind? (Busy Bee gives Yousset some help, and he manages to climb the climbing frame.)

Narrator 6

Youssef: Thank you, Busy Bee! I can climb!
Teacher: Well done! Well done everyone!

- 9 Play the story again Students listen point to each frame and join in with any words they can
- 10 You could also play the CD and pause before each action word lasking the class to complete the sentences





Digital link. An animated version of this story can be accessed by scanning this OR code

Let's exercise!

- Look at the photograph with the class. Ask What can you see? (The boy is playing tennis.) Do the students do plenty of exercise? Ask them what they do at break time. What sports do they like to play? Explain the importance of doing plenty of exercise to be strong and healthy.
- Now write the sentence Let's exercise! on the board. Point to the sentence and say Let's exercise! Mimerianing weight ifting etc to show them what you mean. Ask students to repeat conjectively as a class, then to repeat in pairs.
- Point to the sentence in the Student's Book and read it aloud. Ask students to read the sentence to their shoulder partners. Go around monitoring and checking that they are saying it correctly.

Unit |

page 12

1 Listen, cut, and stick

- 1 Tell the students to find the Unit . cut outs on page 85 at the back of their books
- Ask students to out out each frame with their soissors.
- 3 Say Listen and point Play the CD Students Listen and point to the correct frame in the pieces of paper which they have cut out
- 4 Help students to find page 13 in the Student's Book Explain that they are going to listen to the CD again and put the activities on the page in the correct order
- 5 Play the CD again. Ask students to put the activities in the correct order
- 6 Play the CD once more for them to check their answers. Ask students to stick the frames into their books carefully using give

Narrator: 1

Adam. I can jump!
Youssef: I can jump, too!
Teacher Well done!

Narrator .

Dina I can kick a ball Laila I can kick a ball, too

Teacher Well done!

Narrator,

Laila: I can skip!
Dina and Girl Well done!

Narrator: 4

Youssef: I can ran! Teacher Well done!

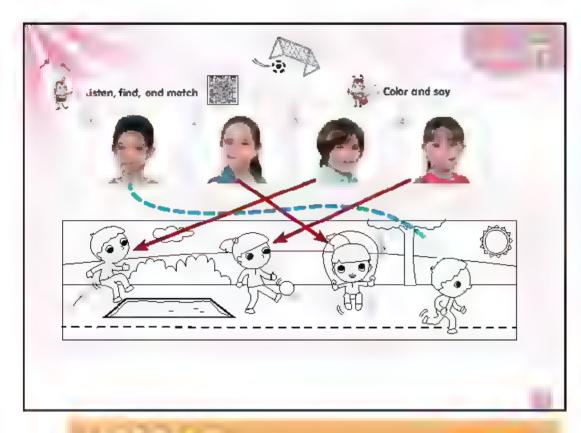
Narrator 3

Adam: I can hop!
Teacher: Well done!
Youssef: I can ... Whoodh!

Narrator

Youssef: Thank you, Busy Bee! I can climb! Teacher Well done! Well done everyone!





page 13

1 & [CD 1.7] Listen, find, and match

- 1 Point to page 13
- 2. Look at the drawing with the class Ask students to name the actions What can they do? (ump, kick skip run)
- 3 Point to the numbered photos at the top of the page and say the numbers 1-4 as you point to each child
- 4 Say Listen and find Play the CD Pause after item 1 Students listen to the first boy (the first picture in the top row) and identify what he says he can do (run). They find the character who is running in the big picture below
- 5 Say Now match Students follow the line from the picture of the boy at the top of the page to the picture of the boy running in the big picture below
- 6 Repeat for the other pictures, with students drawing the matching lines. Ask the students to check their answers with their shoulder partner



Audioscripi

Narrator, 1

Boy I can run Youssef I can run too.

Narrator:

Girl. I can skip. Lada. I can skip, to a

Narrator 3

Boy I é an jump Adam I can jump, too

Narrator: 4

Girk. I can kick a ball.

Dina: I can kick a ball, too

2 Color and say

- I Students look at the first boy and say Run, I can run
- 2 Then they choose a coloring pencil and say the color lik (green)
- 3 Then they can color the picture of Youssef running below
- 4 Repeat for each of the four pictures. Make sure students are using a different color for each picture.

Extra practice

- □ Students could also show their pictures to a partner and say Hop Ican hop It's (green)
- ☐ Play the story again encouraging students to follow the pictures in their Student's Books

Practice game

Play Teacher says (1) (Games Bank page 86)

I In this version of the game say Lity says, "I can(kack)" and do the action and as students copy the action they say I can(kack) to o

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the appointing days
- Say We read a story.

We listened carefully to the CD.

Next we will learn about being healthy.

 Say Thank you to the students. Ask them to say Thank you to their shoulder partners for being helpful



page 14

Objectives: To identify vocabulary for actions

To reinforce the importance of being healthy in and out of the classroom

To sing a song about being healthy

Issues: Preventative health

Vocabulary: eat, nump, kick, run

Language: Let's be healthy! (Jump, with me

Materials: Student's Book pages 14 and 15

Class CD

Online song video

Penc..s

Optional paper for the Fast finishers activity

Opener

Revise the action words with the class Do each action and say What's this?

Say each action and ask the students to do what you say Say the actions more quickly as
the students become more confident

- Play the story from Lesson? again with the class. Encourage students to join in as much as
 they can.
- For further practice students could also act out the story in small groups and perform it in front of the class

1 Look and say

- 1 Help the students to find page 14
- Discuss being healthy with the class. What can we do to be healthy? What should we eat? Do students keep active at home? Is it important to do physical activity? Why?
- 3 Point to the photos at the top of the page (eat, jump run and kick). Point to the photo of eat and say eat. Students repeat after you. Repeat for jump, run and kick.
- 4 Say New find Ask the students to look and find the actions in the larger photographs below. They can say the words together. They say eat, and point to the picture of the girl eating an apple. Students say jump and point to the child jumping in the first picture. They say run and point to the picture of the children running. Finally they say kick and point to the picture of the boy kicking the ba.
- 5 Ask the students to tell you which activities they can do and which they like best Accept all correct answers. Say Well done
- 6 Say the sentence at the bottom of the page We're healthy! Ask the students to repeat the sentence after you while they are pointing to the sentence in their books



2 Find

- 1 Help students find Exercise? on page 14
- ? Remind them of the activities they learned about in Exercise 1
- 3 Focus students attention on the words eat jump run and kick in the rectangle on the top right hand of page 14
- 4 Ask them to look at the pictures on page 14 and to find the correct words that represent them.

3 👫 [CD 1.8] Sing and do

- 1 Play the song For each verse students point to the corresponding words and pictures on page 6 as they appear in the song
- ? Play the song again and encourage the students to do the actions this time
- 3 Gradually the students sing along with the song They can do the actions as they sing



Let's be healthy!

Jump with me
Are you ready?
Go!

Let's be healthy!
Rum with me
Are you ready?
Go!

Let's be healthy!

Kick a ball with me
Are you ready?
Go!



Digital link. A video of this song can be accessed by scanning this QR code



page 15

1 Look and draw

- 1 Help the students to find page 15 Make sure every student has a pencil
- ? Found at the photos Ask what the chadren are doing (eating and drinking). What are they eating? (fruit crisos) What are they drinking? (water co.a)
- 3 Ask the students what kinds of food and drink are healthy. What kinds of food and drink are unhealthy?
- 4 Point to the faces at the top of the page. Ask the students what the difference is between these two faces (one is nappy and one is sad).
- 5 Look at the photos of the two girls Which girl is eating healthy food?
- 6 Say Let's draw Ask the students to draw a happy smale on the face next to the girl eating fruit Ask them to draw a sad smale on the face next to the girl eating crisps
- 7 Ask them to hold up their books to show you their work
- 8 Look at the photos of the two boys. Which boy is drinking a healthy drink?
- 9 Say Let's draw Ask the students to draw a happy small on the face next to the boy drinking water Ask them to draw a sad small on the face next to the boy drinking cola
- 10 Ask them to check their answers with their shoulder partner
- 11 Ask them to hold up their books to show you their work Say Well done

Fait Fautier.



 Students can draw a picture of themselves doing one of the actions they have learned. You could use these pictures to start an actions wall display.

Practice game

Play Guess the picture (Games Bank page 84)

- I Slowly draw a picture of an action e.g. run on the board. Pause for students to guess the word.
- Students could play in teams with each group trying to guess first
- 3 Continue with all the actions

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the appointing days
- Say We talked about being healthy.

 We can eat healthy food, jump, run and lack.

 Next we will say what we can do

Unit [

page 16

Objectives: To ask about what he or she can do

To .. sten to and practice a dialog in pairs

Vocabulary: climb, hop, jump, kick, rim, skip

Language: I can skip; Can you (skip)? Yes, I can

Materials: St. dent's Book pages 16 and 17

 $\operatorname{Class}\operatorname{CD}$

Co.oring penclis or crayons

Optional paper for the Fast finishers activity

Opener a

Play Teacher says (1) or (2) (Games Bank page 86) to revise the action words

Play the Let's be healthy! song from Lesson 3 with the class and students sing along and do
the actions on the spot

1 🛊 🛊 [CD 1.9] Look, listen, and point

1 Help the students to find page 16

- 1. Look at the ploture with the class Ask What can you see? There are two girls in the classroom, looking at a healthy body poster. The girls are talking about and showing each other the actions they can do
- 3 Say Listen and point Play the CD to the class Ask students to point to the pictures of the actions on the poster as they hear them mentioned

Narrator	1	Girl 1	I can climb.
Narrator	2	Girl 2	Ican hop.
Narrator:	3	Girl 1:	I can skip.
Narrator	4	Girl 2	I can jump.
Narrator	5	Girl 2	I can run.
Narrator	6	Girl 2.	I can lock a ball.

2 Make a class poster

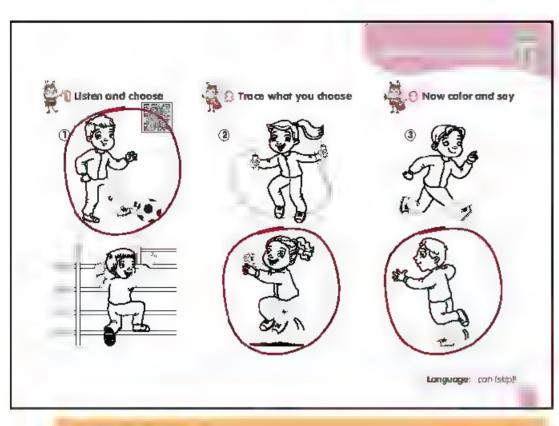
1 Students look at the cut outs on page 87. They cut them out and make a poster of actions similar to the one on page 12 of their Student's Book.



? Hang the students' posters on the wall. Ask confident students to come to the front of the class and talk about their posters

3 Look and say

- 1 Say Let's think and say! Point to the healthy body poster
- ? Encourage the students to name each of the actions. Point to jump. Say I can jump! Encourage students to repeat.
- 3 Students work in pairs. They take it in turns to point to one of the pictures in their books and to say I can (climb). Monitor carefully, helping children to pronounce the words and to take turns correctly.
- 4 Choose one or two confident students to say their sentences to the class



page 17

1 (CD 1.10 Listen and choose

- 1 Help the students to find page 17
- Use the first pair of pictures on the eft hand side of the page to encit the words kick and cumb
- 3 Tell students they need to listen and choose the correct picture. Say Listen and choose. Play the first section of the CD. Students should point to the picture for kick and repeat I can kick a ball. They since the picture.
- 4 Play the rest of the CD, pausing after each section for students to listen, choose and circle the correct picture each time



Narrator: 1

Boy 1. I can kick a ball

Narrator;

Girl 1: I can namp

Narrator 3

Boy 1 Ican hop.

2 Trace what you choose

- 1 Ask students to look at the first picture again and trace over the dotted part of the outline with a finger. Then they trace over the dotted line with a pencil
- Repeat the procedure for the other pictures.

3 Now color and say

- I Students then use coloring pencils or crayons to color in the pictures. Circulate asking individual chaldren What's this?
- They can show their completed pictures to a partner and say I can (lack). Their partner can reply I can (lack), too

Tour Salikan

- If students haven † previously drawn a picture of themselves doing one of the
 actions they can do this now and you could add these to a classiful splay
- If students don't do this in class, they can draw a picture at home and bring it to the next lesson.
- Alternatively students can work in pairs or small groups. One student is the caller. He or she names one of the actions for the others in the group to do on the spot. As they do the action, the caller counts to five. When the caller reaches five, he or she calls out a new action for the group to do. Students can take turns to be the caller.

Practice game

Play Guess the picture (Games Bank, page 84,

- Slow.y draw a picture of an action eight and on the board. Pause for students to guess the word.
- 2 Students could play in teams with each group trying to guess first
- Continue with all the actions.

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the speciming days
- Say We can talk about what we can do
 Next we will learn about the sounds it and it



IFSSON 5

page 18

Objectives: To recognize the letter sounds /t/ and /k/

To find words with the kt and tk sounds To trace and copy the letter t, k, T and K

Vocabulary: teddy bear, wo, Taha, Kanm, kick, kite

Materials: Student's Book pages 18 and 19

Class CD

Paper for the Fast fmishers activity

Opener ·

 Revise the actions with the class by saying actions for the whole class and individual students to do

Play the song from Lesson 1 Student's Book page 6 again and ask students to sing along and do as many of the actions as they can

Presentation

- Draw a teddy bear on the board (or show a real teddy bear) and ask What's thus? Elicit teddy bear
- 3 Write the letter t on the board.
- 3 Point at the letter and say # Students repeat the sound #/ with you
- 4 Point at the teddy bear again and elect teddy bear
- 5 Write the word teddy bear on the board and circle the letter t Point to the letter and then the teddy bear quickly saying to teddy bear. Ask the students to repeat
- 6 Write the letter T on the board. Point to it and say /!! Point to the t and say /!!
- 7 Explain to students that there are two ways to write this sound. We use t most of the time but use T at the beginning of names and sentences
- 8 Point to t and T again and elicit ##
- 9 Do a kloking action and ask What's this? Elect kick
- 10 Write the letter k on the board
- 11 Point at the letter and say /k/ Students repeat the sound /k/ with you
- 12 Do the kicking action again and elicit kick
- 13 Write the word kick on the board and circle the letter k at the beginning of the word. If students notice that there is a k at the end of the word too, say Well done! and point out that the same sound is at the start and end of this word. Point to the letter k and kick, saying /k/kick. Ask the students to repeat
- 14 Repeat steps 6 8 for the letter K

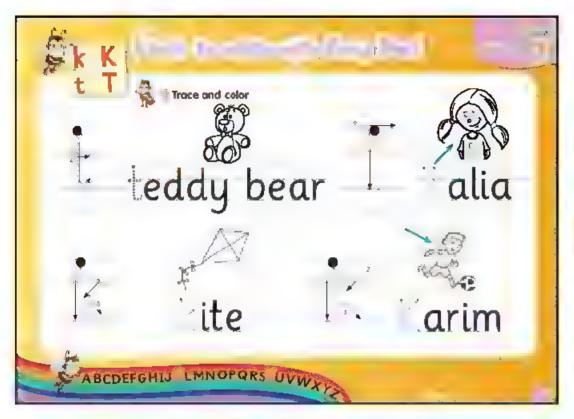


1 🏩 [CD 1.11] Look, listen, and repeat

- 1 Help the students to find page 18
- Point to the p.ct. re of the teddy bear and ask What's tins? Students say the word teddy bear
- 3 Then point to the letter t on the page and say the sound /t/ Students repeat after you. Practice this severa, times
- 4 Play the CD Sing the first part of the first verse of the song to the class. Then play the second part of the first verse encouraging students to listen and repeat the /t/ sound
- 5 Repeat with the second verse for the /k/ sound and lock

Everyone listen
Listen to me
Listen and repeat
Repeat with me
k
k, k
k, k

k kite kite!



Everyone listen
Listen to me
Listen and repeat
Repeat with me
t
t,t
t,t;t!
t teddy bear
teddy bear!

2 Look and circle t and k or T and K

- 1 Look at the pictures with the class and identify the item and actions in the pictures. What's this? (teddy bear two, Talia, Karim, kick, kite). Say the words together with the class.
- ? Point to the teddy bear Say the word teddy bear Say It teddy bear Point to the t and show the students how to draw a circle around t
- 3 Point to the kicking boy Say the word kick Say /k/ kick Ask the students to draw a circle around k



- 4 Foint to the number two Say the word two Say It two Point to the t and show the students how to draw a circle around it
- 5 Finally point to the kite and say /k/ kite together with the class Ask the students to draw a circle around k
- 6 Repeat the same procedure for T and K. Ask them to hold up their books to show you their answers.

Extra practice

☐ Foint to each picture and ask the class to say the correct sound and word

page 19

1 Trace and color

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. A ternatively you could draw the lines on the board one at a time and get the children to copy them in the air.
- Mode, the letter formation for the letter t. Say the sound #/ With your back to the class write a large letter t in the air with a finger. Make the starting point and direction of writing clear.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Mode, the correct way to write the letter on the board
- 5 He.p the students to find page 19
- 6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 7 Ask stildents to trace over the dotted letter tim their book with a finger first
- 8 Check that the students can hold their pencil correctly They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 9 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows
- 10 Repeat the same procedure for T
- 11 Read the two words at the top of the page to the students. Ask them to trace the letters t and T for each word.
- 13 Repeat steps 3.11 for the letters k and K. Co around and check students' work. Help as necessary
- 13 Ask students to color the pactures neatly



Poul Continues



- Students can make a t, k, T or K poster to be displayed on the wall. They write and decorate a large t, k, T or K on the page and draw a picture to match the initial letter sound leddy bear, two, Taha, Karum). If they know any other simple words that start with t or k, they can draw these.
- Students who do not have time to do this task during the lesson can complete it at borns and bring their posters to the next lesson
- If you have space you could create a display board for phonics posters and add
 words to it throughout the course

Practice game

Play Pass the letter (Games Bank page 85)

- 1 Shidents standing groups in lines in front of the board. Trace a letter for k on the backof the last student in the line.
- The student traces that letter on the back of the student in front of them, and they continue this until the letter reaches the student next to the board. He or she writes the letter on the board and then moves to the back of the line.
- 3 Repeat the game. You could moude letters that the children already know from Level 1

Closing

- Remind students about what they have earned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can say to and /k.

We can resognize and write the letters t, k, K and T. We can find words with the its and its sounds Next we will learn more numbers and count to eight



page 20

Objectives: To count up to eight

To recognize and use the words one, two, three, four, five, six, seven, eight

To count and match a group of terms with the correct number

To evaluate your own learning

Life skills: Critical thinking and problem solving

CLIL: Math: Counting 1 8

Vocabulary: one, two, three, four, five, six, seven, eight

Materials: Student's Book, pages 20 and 21

Toys or classroom objects to count (1 2 9 4 5 6 7 or 8 of each)

Coloring pencles of crayons
Paper for the Fast finishers activity



Opener :

- · Wave and say Hello to the class
- Revise the ItI and IkI sounds with the class using the song from lesson 5 page 18. Help
 the students to find the letters t and k and the pictures for teddy bear and kite on Student's
 Book page 19.
- In pairs students play a version of Pass the letter (Games Bank page 85) One student draws a letter (f or k) on their partner spack. The student guesses the letter Students take turns.

Presentation :

- 1 Present the numbers one, two, three, four, five, six, seven, eight to the class using real items (toys or classroom objects)
- Make eight groups of items (one item two items three items four items, five items six items, seven items eight items). Put the groups of items in different places around the classroom. Say a number Ask the students to point to the correct group. Repeat with all of the numbers several times.
- 3 Hold up one finger and say one Ask the students to repeat Continue with the other numbers



- 4 Repeat the exercise and ask the students to whisper the numbers quietly. Then repeat and ask the students to shout the numbers
- 5 Using a collection of up to eight classroom items at the front of the class, ask students to come up and show you one item. Say Show me one (crayen). Repeat the task for up to eight items.
- Oraw a sample picture of a child with a ball at the top of the board and write the numbers 1.8 at the bottom of the board. Say How many balls can you see? Yes, one ball. How many children can you see? Yes, one child. Point to the number 1. Then draw two more children with balls. Ask a student to come to the board to count the children and to point to the number 3. Repeat the activity with other pictures and other numbers.

1 Look and read

- 1 Help students to find page 30 Look at the plotters together. Ask the students what they can see. Help students to identify that there are three different pictures (children playing applies and balls), and the numbers 1 10 at the top of the page.
- Exp.a.n that they should count the objects in each picture and point and say the number at the top of the page. Say Count and point. Count the numbers with the children. Please note that you can count boys, girls, green applies and red applies separately for practice, but the correct answer is the total number of pictures in each box.
- 3 Ask the students to point to and count the number of children running in the first picture How many children are numing? Let's count! Have them point to the correct number at the top of the page. Point to the number six. Repeat for the applies (7) and bails (8)

2 Count and write

Ask the students to write the numbers they counted in the circles at the bottom of the page. Go around monitoring their work and praising their handwriting

Extra practice

□ Fount to one of the pictures on the page and say What's this? Encourage the students to count the items or children and give the full answer. For example, if you point at the middle picture, the students should say One, two, three, four, five, six, seven. Seven apples

page 21

1 Count, trace, and say

- I Point to page 21
- 2. Look at the first picture with the students to encit jump. Explain that the child is jumping and that students have to count the number of jumps Let's count! Help students to trace the top dotted line with a finger and to count the jumps on the dots 1, 2, 3, 4, 5, 6 as they trace.



- 3 Students repeat the procedure for the run and kick pictures
- 4 Students trace over the jumps with a pencial counting as they do so. Then they point to the number at the end of each ane and say the word (SIX)
- 5 Students trace over the number with a finger and then with a pencil. Make sure they follow the directional arrows to write the numbers. They should say the number as they trace it. Circulate asking individual children What number is this?

2 Color

1 Ask students to color the characters. Encourage all good effort





In pairs or sma., groups students make sets of eight things in the room, for
example peas peachs, small toys soft balls books etc.

3 Look and color

- 1 Hold up your book Point to the vocabulary words Ask What are they? to elect the words Ask the sudents if they know these words. If they know the words, they should color the smuley face next to the words.
- ? Point to the Issues photo Ask What are they doing? to elicit run Discuss why exercise is important for our health. Ask the students to color the smiley face next to the photo
- 3 Draw the letters t and k on the board. Point to the teddy bear in the book. Ask What is it? to enout teddy bear. Ask the students to point to t or k on the board.
- 4 Point to the kicking boy Ask What is it? to encit kick Ask the students to point to the correct letter on the board
- 5 With your back to the class write a large letter tin the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for T, k and K.
- 6 Ask your students to color the smaley face next to the phonics words

Practice game

Play Follow the pattern (Games Bank page 84)

- 1 In pairs students stand at one side of the room
- 2. One student nops, jumps or skips to the other side of the room, following a meandering path, and counting 1, 2, 3, 4, 5, 6, 7, 8
- The other student follows behind the first one doing the same action and also counting I, 2, 3, 4, 5, 6, 7, 8
- 4 When all the students get to the other side of the room, they turn around and repeat with the other student leading



Closing

- Remand students about what they have learned so far and set them up for what they will.
- · continue learning in the upcoming days
 - Say We can count to eight.

Next we will learn about music and musical instruments

PLAY TIME



Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.

1 Join and say the action

- 1 Remind the students of the numbers 1.8 You can ask them to look at pages 20 and 2.1 for help if they cannot remember
- Tell the students to look carefully at the pictures and the numbers. They need to find number 1.



- 3 When they find 1 they need to draw a line from 1 to 3 and then 3 and so on
- 4 When they have completed all three pictures, they can show their partner and say the action (run, hop, skip)

2 Color

1 Ask the students to color the pictures carefully







Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast fm. shers

1 Join and say the action

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- 3 When they find 1 they need to draw a line from 1 to 2 and then 3 and so on
- 4 When they have completed all three pictures, they can show their partner and say the action (climb, kick, jump)

2 Color

1 Ask the students to color the pictures carefully

Teacher assessment

- Conjectine students' books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses. Remember that your evaluation/assessment should be on the basis of the student's performance in the whole and Students performance is inked to the learning objectives of the and.
- Give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvi. for more information about the color coding.



IESSOW-I

page 24

Objectives: To identify vocabiliary for musical instruments in a picture

To use musica, instruments vocabulary in oral sentences

To listen to and sing along with a song

Vocabulary: drion, flute, giatar piano, triangle

Language: I play the (mano).

Materials: Student's Book pages 24 and 25

Class CD

Online song video

Optional Some pieces of music on CD

Pictures of musical instruments orum, flute guitar plano triangle

Co.oring pencils or crayons

A soft ball for each group for the opener activity and for the Color

show game

Paper for the Fast finishers activity

Opener I

Welcome the children with a smale and say Hello! Encourage the children to say Hello.
 back to you

- Play a game Hello (Games Bank page 85) Chive each group a soft bal. Ask the groups of students to sit in a circle and roll a ball to a student Say Hello, (name) Encourage the student to say Hello, your name) back to you. The student rolls the ball to another student and repeats Continue until each student has had at least one turn.
- Review the characternames Busy Bee, Adam, Dina, Loila and Yous of using the pictures
 in the book

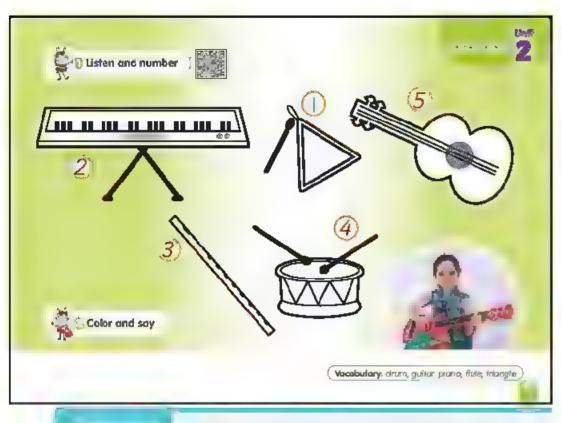
Presentation

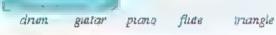
- If you have a CD with some music available play some to the class. You can also use one of the songs from this book's CD. Ask the students Do you like music? Discuss music and when we listen to it. Do any of the students know how to play a musica, anstrument?
- 2. Use pictures to present and practice the new music vocabulary drum, flute, guitar, piano and triangle. Put the pictures on the board. Point to thermand say the words. Ask the students to repeat several times.
- Then point to each musical instrument picture in turn and ask What's this? Students say the words. Vary the order you point to the pictures.
- 4 Use calling sticks to choose individual students to come to the front of the class. Point to a picture on the board say (Ab), what's this? Help the student to say the word



1 (CD 1.12] Look, listen, and point

- 1 He.p the students to find page 34
- Ask the students Who can you see in the picture? (Bisy Bee Adam Dina Laila Youssef and a friend)
- 3 Point to a character and ask Who is this?
- 4 Point to the pictures of the instruments at the bottom of the page and ask What instruments can you see? Point to a musical instrument and ask What's this? (dram, guitar plano flute and triangle) Repeat each word for the students to near
- 5 Ask them to tell you anything else they can see in the picture (bee cap sweater shorts yellow red blue green)
- 6 Help them to count the number of children say How many children are there? Let's count! 1, 2, 3, 4, 5 Yes, there are five
- 7 Say Listen and point Play the CD After each word pause the CD and ask the students to show you the correct instrument in the picture
- 8 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank





2 (CD 1.13 and 1.14) Sing

- 1 Say one of the instruments (e.g. picho) and mime playing it Encourage the students to repeat the word and mime too. Repeat with the other instruments
- ? Say Listen and point Play the song For each verse, the students point to the correct musical instrument in the picture

I take my music class Listen to me I play the flute in my music class! Play with me! I like my music class Listen to me I play the triangle in my music class! Play with me! I like my music class. Listen to me I play the piano in my music class! Play with me! I like my music class. Listen to me



I play the guttar in my music class! Play with me: I like my music class. Listen to me I play the drum in my music class! Play with me!

- Play the song again. Stop after each tine and ask the students to repeat.
- 4 Play the song again Encourage the students to sing along with the song as much as
- 5 Play the song again Encourage the students to do the actions of playing each instrument when they hear them
- 6 When students are able play the version of the song without words. Students sing as much as they can





market bill

A video of this song with an mation and a karaoke version can both be accessed by scanning these QR codes

page 25

1 im [CD 1.15] Listen and number

- 1 He.p the stildents to find page ?5
- 2. Use the pictures in the Student's Book to elicit the names of the musical instruments Ask What's this? (piano, triangle, guitar, flute, drums)
- 3 Say Listen and number Play the recording, pausing after each sound for the students to choose and point to the instrument they hear
- 4 Ask the students to hold up their books and show you each astrument when they point to it Play the sound again if the students need extra help
- 1 [inangle]
- 2 [piano]
- 3 [flute]
- 4 [drum]
- 5 [guatar]

2 Color and say

1 Practice any known colors with a game of Colorshow (Games Bank page 84) Ro., or throw a soft ba., or beanbag to a student and say Show me (yellow / red , blue , green) The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color



- ? Tell students they are going to color in the pictures. Say Let's color
- 3 Students work carefully to color the pictures as neatily as they can Encourage them to say Iplay the (musical instrument) as they color each picture
- 4 Go around the classroom and askindly dual students What's this? What color is it? Provide ne.p.f needed

Extra practice

Ask the students to work in pairs to show the ripictures to their partner. They should point at each picture and say I play the (musical instrument).

 Students can draw a simple picture of their favonte musical instrument. They can show the picture to another student and say I play the prano . Start a class wall d.sp.av with their pictures

Practice game

Play Teacher's ays (1) (Games Bank page 86) to revise actions.

1 Play severa, times. Sometimes say Teacher says and sometimes as say the action

Closing

- Remand students about what they have learned so far and set them up for what they wall continue learning in the il pcoming days
- Say We can talk about musical instruments.

We can listen to musical instruments and say their names

We sang a song.

Next we will read a story about Adam and Dina,

 Say Thank you to the class and ask the students to say Thank you, to their shoulder partners



page 26

Objectives: To identify and use vocabulary for musical instruments in a picture story

To .. sten to and fo, ow a picture story

To predict about what happensnext in a story

Life skills: Problem solving (identifying a problem and suggesting solutions)

Vocabulary: drum, guitar, piano, flute triangle

Language: Im (Adam) I play the (piano). Well done!

Materials: Student's Book pages 25-31

Class CD.

On the story an mation

Actures of musical instruments' drum flute guitar plano triangle



Opener

- Revise the musical instruments drum, guitar, piano, flute and triangle with the class
 using the pictures of musical instruments
- Play the song from Lesson 1 Student's Book page 34 again with the class and ask students
 to sing along and mirror with the song as much as they can

1 (CD 1.16) Listen, read, and point

- 1 Help the students to find page ?6
- ? Look at frame 1 with the class Ask Who is this? for each main character Students respond with the character names
- Ask them to identify the musical instrument (piano) Ask students to name anything else they can in the pictures What else can you see? (teacher, shorts, t shirt, blue, red, yellow, green, blue)
- 4 Explain that the children are going to do a music talent show Explain what a talent show is and that the children and the teacher are going to listen to each child play an instrument
- 5. Play the CD for frame 1



. .

Narrator 1

Teacher Hello childrent

Children. Hello!

Teacher It's our talent show today! Let's start!

Adam. I'm Adam, I play the piano

Teacher: Well done, Adam!

page 27

6 Ask them to dentity the musical instruments in frame ? (flute guitar)

7 Play the CD for frame?

Narrator: 2

Dina. I'm Dina, I play the guitar

Teacher: Well done, Dina!

Youssef: I'm Youssef. I play the flute.

Teacher: Well done, Yoursef!



page 28

8 Ask students to identify the musical instrument in frame 3 (triangle)

9 Ask the students to predict what happens in the story Ask students for their guesses. You might want to focus students on Busy Bee just after frame 3 and ask Is Busy Bee happy?

Why? What does she want to do?

10 Play the CD for frame 3

Narrator: 3

Lasla. I'm Lasla. I play the triangle.

Teacher: Well done, Lada.

11 After the end of frame 3 stop the CD. Ask students to think about which instrument makes the sound they just neard? Point to the *Think* box. Ask *What instrument did* you hear? Who is playing it? What do students think? (It is a drum.)





page 29

1? Continue playing the story. Were students predictions correct? (It's Busy Beel playing a drum.) In frame 5, the children and Busy Beela, play their instruments together.

13. Play the CD for frames 4 and 5.



Narrator 4

Teacher What's that?

Busy Bee Hello everyone! I'm Busy Bee!

Children Hella, Busy Bee! Busy Bee I play the drum!

Narrator 5

Teacher Let's play together, children! Well done!



- 14 Flay the story again. Students listen point to each frame and join in with any words that they can
- 15 You could also play the CD and pause before each instrument word, asking the class to complete the sentences



Digital link: An animated version of this story can be accessed by scanning this QR code

Let's play music!

- Look at the photograph with the class. Ask What can you see? (The boy is learning to play
 the gultar) Are students learning to play a musical instrument? Encourage students to tell
 you which one they are learning or which one they would like to learn to play
- Now point to the sentence and say Let's play music! Ask students to point to the sentence and
 practice saying it to their shoulder partners



page 30

1 👫 [CD 1.17] Look, listen, and number

- 1 Point to page 30
- 2. Look at the small plothers at the top of the page with the class Say What's this? (plane, triangle, guatar, flute, drum) Students say It's a (triangle).
- 3 Look at the pictures of the children and Busy Bee with the class. Ask the students to tell you who they can see in the pictures. Point to Dina and ask. Who's this? Students say It's Dina. Continue for the rest of the pictures. Adam. You seef. Lai a and Busy Bee.)
- 4 Tell students they are going to listen to the CD and choose which number of an instrument to write in the box next to each character. Say Listen and number. Play the first section of the CD. Students listen and decide which instrument to choose for Dina. They write number 3 in the box next to Dina.
- 5 Repeat for the other characters

27

Narrator. 1

Dma: I'm Dma. I play the gustar.

Narrator: 2

Adam. I'm Adam. I play the piane

Narrator 3

Youssef I'm Youssef I play the flute

Narrator. 4

Laila. I'm Leula, I play the triangle

Narrator: 5

Busy Bee; I'm Busy Bee I play the drum.

Extra practice

☐ Play the story again encouraging stildents to follow the pictures in their Stildent's Book's

2 Draw and say

- 1 Now ask students to draw each instrument next to their appropriate boxes. Go around and praise their work
- When they have finished chose confident students to point to each box and pretend they are that character. For example, say Number 3. Student replies. I'm Youssef, I play the flute.



ting freibier.



Students work in pairs. They point to their puctures and say I'm (Nabil), Iplay
the (pigno)



page 31

1 . [CD 1.18] Look, listen, and circle

- 1 Help the students to find page 31
- 2 Point to the pictures in number 1 and ask What can you see? Elicit replies from volunteers a drum, a triangle, and a guitar
- 3 Tell students that they will now listen to someone talking about a musical instrument. They should listen carefully and circle the instrument that they hear being mentioned on the CD.
- 4 Play the CD for number 1 only and then check students answers. Repeat the procedure for numbers 2 and 3





Narrator,

Boy: I play the triangle

Narrator,

Girl I play the prano

Narrator: 3

Boy: I play the dram,

Practice game

To revise ask the students to look again at pages 36-39 and tellyou what happens in the story Play Mune if (Games Bank page 85) with either the whole crass or in smaller groups

- I Mirrie playing one of the missical instruments for the class to guess eight Encourage students to put their hands up if they want to answer
- Choose a student to say the word for your mame. Confirm they are correct and say I play the (flute). Well done:
- Then you could encourage that student to do a nume by showing them a picture of another musical instrument, or by whispering another instrument to them

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We read a story about a talent show.
 We can talk about the nusscal instruments we can play.
 Next we will learn about working to gether.



INDICES.

page 32

Objectives: To identify and use vocabulary for musical instruments

To reinforce the importance of working together in and out of

the gassroom

To sing a song about working together

Life skills: Co..aboration and participation

CLIL: Music: Instruments in c.ass
Vocabulary: drum, guildr, piano
Language: Let's work to gether

Materials: Stadent's Book pages 32 and 33

Class CD

Online song video

Pictures of musical instruments drum, guitar piano flute triangle

Coloring pencils or crayons for each child

Opener

- Play Guess the picture (Games Bank page 84) with the musical instruments. Start to
 draw one of the instruments e.g. a triangle. Students guess which instrument it as. After a
 few rounds, you could invite a child who has guessed correctly to come to the front and
 draw the next instrument.
- Play the story from Lesson ? again. Encourage students to join in as much as they can
- For further practice students could also act out the story in small groups and perform it in front of the class

1 Look and say

- 1 Help the students to find page 30.
- ? Discuss working together with the class. Explain that the children in the pictures are working together. Do your students work together? Can they tell you some examples of when they work together? Is at good to work together? Why?
- Point to the photos at the top of the page (guitar piano and drum). Point to the photo of the guitar and say guitar. Students repeat after you. Repeat for the piano and drum.
- 4 Ask the students to look at the first big picture on the page. Explain that the girls are working together to make a guitar. Repeat for the other pictures (the students are making a piano and a drum).
- 5 Ask students which instrument they ...ke best Te., them they will be making one of these instruments later in the unit
- 6 Say the sentence at the bottom of the page Wework together! Ask the students to repeat the sentence after you

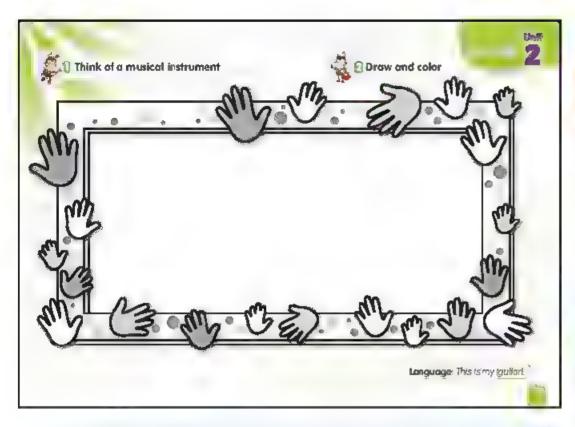


2 (CD 1.18) Sing and do

- 1 Put the pictures of the guitar piano and drum on the board in the order they appear in the song Encourage the children to morne playing the instruments
- ? Play the song on the CD Students i sten and point to each picture as the word is mentioned.
- 3 Students listen to the song again and mime playing each instrument
- 4 Gradually the students sing along with the song. They can do the actions as they sing

Let's work together! You and me Let's make a gustar, one two, three!

Let's work together! You and me Let's make a piano, one two, three!



Let's work together! You and me Let's make a drum, one two, three!



Digital link. A video of this song can be accessed by scanning this QR code



IEMMEN III

page 33

1 Think of a musical instrument

- 1 He.p the students to find page 33
- 3 Make sure each student has some coloring pencils or crayons
- 3 Ask students to think about an activity they do where they work together with others. This could be a craft making activity playing a game or anything else the children think of Discuss their ideas in class.

2 Draw and color

- 1 Students draw and color their picture. Go around the class and help as necessary
- 2 The students can then point to their picture and say Let's work together

Tau Kaliban



In pairs students practice the instruments. Using page 32 one student points to an instrument and asks their partner What's this? Their partner replies It's a (piano).

Practice game

Play Point to the picture (Games Bank page 85)

- 1 Display the pictures for drum, guitar plano flute and triangle on the board
- 2. Say one of the words eig guitar and students put up their hands to volunteer
- 3 Choose a student to come to the board and point to the picture of the guitar
- 4 The student says the next word and chooses someone to come and point to the correct picture. Encourage all students to participate and help any students who are shy. They can play the game in pairs of they are very nervous.

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the speciming days
- Say We talked about working together

We sang a song

Next we will play a game

We will talk about the musical instruments we can play



ESSOW -

page 34

Objectives: To talk about ability

To work together to play a game

To listen to and practice a dialog in pairs

I play the (piano), I play the (piano), too Language:

Materials: Student's Book pages 34 and 35

> Class CD Sc.ssors

Coloring pencils or crayons

Optional paper for the Fast finishers activity

Opener **

 Play Teacher says (1, (Garries Bank page 86) to revise the action words (hop, climb, jump.) skap, ran, walk)

 Play the Let's work together! song from Lesson 3 with the class and students sing along and mime any actions they can

1 * [CD 1.19] Listen and point

1 He.p the students to find page 34.

2 Look at the picture with the class Ask What can you see? (There are two boys playing a game) Point and ask What's this? to enoit the musical instrument words

3 Ask the students What else can you see? Encourage them to talk about the colors, classroom items, etc. Accept all correct answers. Say Listen and point. Play the CD to the class Ask students to point to the musical instruments when they hear themmentioned

Narrator:

Boy 1: I play the piano. Boy 2 I play the piano, too!

Narrator.

Boy 1 I play the drum. Boy 2, I play the drum, too!

Narrator:

Boy 1: I play the guitar. I play the guatar, too! Boy 2



2 Look and say

- 1 Put the students into pairs Say Let's look and say!
- 2. Ask the students to cut out the cards from the Unit 2 cut outs so that they have five cards each (ten per pa.f)
- 3 Demonstrate now to play the matching game using a pair of volunteers. Show students now. tox cards ards. Then show them how to place their cards face down in a pile in front of them
- 4 One student begins the game by turning over the top card on their pile and placing it face up on the mat or table. Encourage the first student to say I play the (piano)
- 5 The other student then turns over their top card. If it is the same encourage them to say I play the (plano), too! If it is not the same than they should just say its name I play the (guitar , and continue playing If the cards don't match they place them at the bottom of their pales,
- When pairs find two identical cards they place them face up together on the mat or table. The armusto match each card with its partner. Monitor carefully heiping children to pronounce the words and to take turnscorrectly
- 7 Confident learners can demonstrate their game in front of the class.



page 35

1 (a) [CD 1.20] Listen and match

- 1 He.p the students to find page 35
- 2. Use the photos to encit the words triangle, flute, guatar and drum.
- Use your fingers to revise the numbers 1 10 Elect the numbers on the left hand side of the page
- 4 Then say Listen and point to the number. Play the recording, pausing after each speaker. Students point to the child on the left according to the number they hear.
- 5 Say Listen and match. Play the recording a second time. Again pause after each speaker. This time, students draw a line from each child on the left to the instrument that they play on the right.



Narrator: 1

Boy l I play the flute.

Narrator. 2

Girl 1: I play the drive

Narrator, 3

Boy 2. I play the triangle

Narrator 4

Boy 2 I play the guitar

2 Trace and say

- 1 Say Now trace the numbers Students trace the numbers 1, 2, 3 and 4
- ? Then students look at the pictures they have matched and say I play the (flute)

Practice game

Play a version of Mims # (Games Bank page 85)

- 1 Students sit in a circle Give out the pictures of drum guitar plane flute and triangle to some students
- ? Play some music (you could use the song from Lesson 1) and the children pass the pictures around the circle
- Pause the music and ask students who are now holding pictures to say I play the (piano) according to the instrument on the pictures they are holding, and to mime playing that instrument

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We played a game

We talked about the musical instruments we can play Next we will learn about the sounds /g/ and /p/



HISTORY N

page 36

Objectives: To recognize the letter sounds /g/ and /p/

To find words with the $\lg l$ and $\lg l$ sounds. To trace and copy the letter g, p, G and P

Vocabulary: piano Peter, pink giatar, Gamila, green

Materials: Student's Book pages 36 and 37

Class CD

Pictures of musical instruments piano guitar

Paper for the Fast fmishers activity

Opener III

Revise the musical instruments with the class by saying musical instruments for the whole
class and individual students to mime playing them

Play the song from Lesson 1 Student a Book page 34 again and ask students to sing along

Presentation •

- 1 Put the picture of the guitar on the board and ask What's this? Elicit guatar
- Write the letter g on the board
- 3 Point at the letter and say /g/ Students repeat the sound /g/ withyou
- 4 Point at the guitar again and elicit guitar
- 5 Write the word guidar on the board and color the g. Point to the letter and then the guitar quickly saying guitar. Ask the students to repeat
- 6 Write the letter G on the board Point to it and say igi Point to the g and say igi
- 7 Explain to students that there are two ways to write this sound. We use g most of the time but use G at the beginning of names and sentences
- & Point to g and G again and elect 1gi
- 9 Put the picture of the piano on the board and ask What's this? Elicit piano
- 10 Write the letter p on the board
- 11 Point at the letter and say ip! Students repeat the sound ip with you
- 12 Point at the plano again and elicit plano
- 13 Write the word piano on the board and color the p Point to the letter and piano saying /p/piano. Ask the students to repeat.
- 14 Repeat steps 6 8 for the letter P

1 * [CD 1.21] Look, listen, and repeat

- 1 He.p the students to find page 36
- ? Point to the picture of the guitar and ask What's this? Students say the word guitar

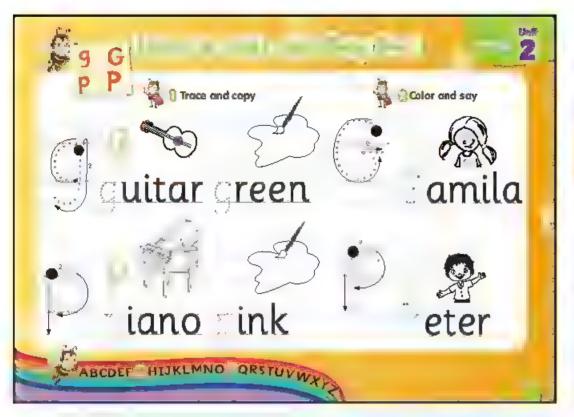


- Then point to the letter g on the page and say the sound /g. Students repeat after you.

 Practice this several times
- 4 Play the CD Sing the first part of the first verse of the song to the class. Then play the second part of the first verse encouraging students to listen and repeat the IgI sound.
- 5 Repeat with the second verse for the /p/ sound and piano

Everyone listen
Listen to me
Listen and repeat
Repeat with me
8
8.8
8.8
8.818'
8 guitar

Guatar!



Everyone tisten
Listen to me
Listen and repeat
Repeat with me
p
p. p
p, p
p piano
Piano!

2 Look and circle g and p or G and P

- 1 Look at the plothes with the class and identify the items in the pictures What's this? (guitar, Gamila, green, piano Peter, pink) Say the words together with the class
- Point to the guitar Say the word guitar Say 'g' guatar Point to the g and show the students now to draw a circle around it
- 3 Point to the piano. Say the word piano. Say tpl piano. Ask the students to draw a circle around p.
- 4 Point to the boy Say the word Peter Say 'p' Peter Point to the P and show the students now to draw a circle around it



5 Repeat for the other words on the page

Extra practice

☐ Fount to each plottere and ask the class to say the correct sound and word

page 37

1 Trace and copy

- I With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively you could draw the lines on the board one at a time and get the children to copy them in the air.
- Model the letter formation for the letter g. Say the sound Ig/ With your back to the class, write a large letter g in the air with a finger. Make the starting point and direction of writing clear.
- Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Mode, the correct way to write the letter on the board
- 5 He.p the stildents to find page 37
- 6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 7 Ask the students to trace over the dotted letter g in their book with a finger first
- 8 Check that the students can note their pencil correctly They should note the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 9 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows
- 10 Repeat the same procedure for G
- 11 Read the three words at the top of the page to the students. Ask them to trace the letters g and G for each word
- 12 Repeat steps 2.11 for the letters p and P

2 Color and say

- 1 Ask the students to color the pictures neatly
- Go around the room as they work and point to their pictures. Ask What's this? Encourage them to tell you the sounds, the items and the colors.
- 3 Put students into pairs to tell their partner the sound and the word for each picture. For example, they should point at the picture of the plano and say /p/ piano.
- 4 Choose a confident student to come to the front of the class and show higher work to the whole class



Fingl Househorn



- Students can make a p g, P or G poster to be displayed on the wall. They write and decorate a large p g, P or G on the page and draw a picture to match the initial letter sound (Peter plano pink guitar Gamila green). If they know any other simple words that start with p or g, they can draw these.
- . If you have a display board for phonics posters, add the students' poster to it

Practice game

Play Circle it (Games Bank, page 84)

- 1 Draw some letters students know from Student's Book 1, on the board and the letter p
- 3 Ask for a student to come to the board and circle the letter sound /p/
- Write some new letters and the letter g, and ask another student to circle the letter sound/g/

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the approximations.
- Say We can say (g) and (p)

We can recognize and write the letters g p, G and P

We can find words with the g/ and p/ sounds

Next we will make a drum.

We will talk about musical instruments we can play

For the next class

- Ask students to bring in a container to make a drum.
- . Ask them to bring any simple musical instruments that they would like to show to the class



page 38

Objectives: To work on a project to make a drum

To use the new language to present your dram to the class

To a ssess your own learning

Life skills: Co., aboration and creativity

Vocabulary: thum, flute, guttar, piano triangle

Materials: Student's Book pages 38 and 39

Containers (possibly from horre) paper, balloons (if possible) nice

crayons, sticky tape modeling clay weeden sticks A completed drum to show the class of possible Coloring pencils or crayons for each child Optional paper for the Fast finishers activity



Opener g

- Wave and say Hello to the class
- Rev. so the /p/ and /g/ sounds with the class using the song from Lesson 5 page 36. Help students to find the letters pland gland words plane and guatar on Student's Book page 36.
- In pairs students play a version of Pass the letter (Games Bank page 85) One student draws a letter (p or g) on their partner's back. The student guesses the letter Students take turns.

Presentation

- 1 If you have made a drum show this to the class
- 3 Say This is a drum. Listen! Play the drum to show students the sound it makes.
- 3 Make sure each child has seen it properly by taking it around the class

1 Make a drum

- 1 Help students to find page 38
- Look at the pictures together with the class. Say Look! The children are making drums. Here are the materials. They are decorating their containers. They put in rice, They use a balloon (or paper) and some tape. They roll the clay into balls. They stick. They play their drums.



- 3 Explain to the class that they are going to make their own drums following the instructions in the pictures. Say *Now you try*
- 4 If you have asked students to bring containers in they can use these Alternatively distribute the containers along with the other materials students need to make their drams
- 5 Show the students how to make a drum
 - First, students decorate their piece of paper with grayons and stick this paper around the container.
 - Then they put some rice in their container and stretch the balloon over the top. They stick the balloon onto the sides so that they can tap it. If you don't have balloons, you can use paper but you will need to tape it tightly.
 - Then they rol, the modeling clay into two balls and push the balls onto the wooden sticks to make a pair of drumsticks
- 6 Mon.tor st..dents' work. Help them to work together and help each other. They will need to share crayons, paper and tape, so encourage them to be patient.
- 7 Ensure that they elean and tidy up when they finish

2 Look and say

- 1 Use calling sticks to choose a student at a time. Help the students to show their drums to the class.
- They can introduce them, by saying I play the drum. Encourage students to use any other words they know It's a drum. It's (red)

page 39

1 Show and tell

- 1 Make sure that the students have their musical instruments from home with them. Place these on your table. Any student that doesn't have a musical instrument can put the drum that they have made on your table.
- 2. Help students to find page 39 Look at the page with the class and explain that the children in the picture are playing musical instruments together. Excit the instruments What's this? (triangle, drum, guitar and flute).
- 3 Say Let's talk about our musical instruments
- 4 Choose a musical instrument and invite the student who prought it in to come to the front. Ask What is this, frame?
- 5 Encourage the students to show the instrument, play it and say I play the (triangle). Help students with any instrument vocabulary that they have not learned yet
- 6 Encourage students to use words and phrases that they have learned such as It's a (drum), I play the (drum). They can use any additional vocabulary they know such as It's (red



2 Look and color

- 1 Hold up your book Point to the vocabulary words Ask What are they? to elicit the words Ask the students if they know these words. If they are happy that they know the words, they should color the smiley face next to the words.
- Point to the Life skills photo. Ask What are they doing? to elicit work together. Discuss why working together is important. Ask the students to color the smalley face next to the photo if they understand why working together is important.
- 3 Draw the letters p and g on the board Point to the plano in the book Ask What is it? to elect the plano. Ask the students to point to p or g on the board. Which is the correct letter for this word?
- 4 Point to the guitar Ask What is it? to elicit guitar Ask the students to point to the correct letter on the board
- With your back to the class, write a large letter p in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times. saying the letter sound as they do so. Repeat for g.
- 6 Ask your students to color the smaley face next to the phonics words if they know them
- 7 Point to the Art picture. Remind students about the drum they made. Ask them to color the smiley face.

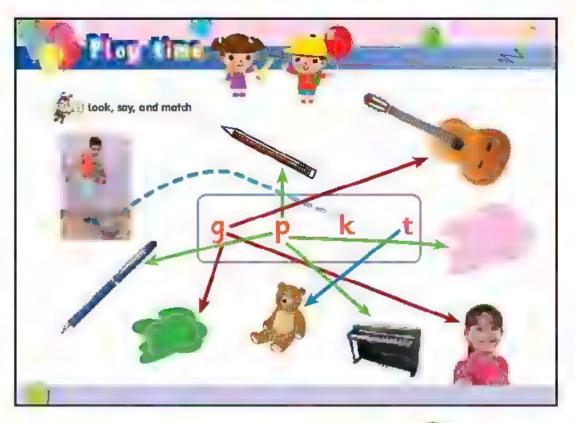
Practice game

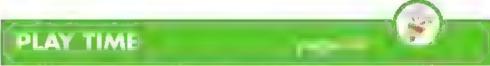
Play Follow the leader

- March around the class with your drum if you have made one (or a class drum) saying I
 play the drum
- 2 Students follow you playing their drums and saying I play the drum, too

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We made a drum.
 We talked about the musica, instruments we can play.
 Next we will learn about our homes
- Say Thank you, to the class Ask the class to say Thank you! to their shoulder partners and their teacher





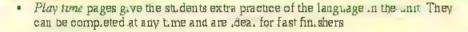
Play time pages give the students extra practice of the language in the anit. They
can be completed at any time and are idea, for fast finishers.

1 Look, say, and match

- 1 Remand the students of the letters g p k and t You can ask them to look at pages 18 19 36 and 37 for help if they cannot remember
- Tell the students to look carefully at the pictures and the letters. They need to match the sound at the start of each word to the letter as in the example.
- 3 When they have matched an the pictures to the letters, they can show their partner and say the words







1 Look and say

- 1 Te., the students to look carefully at the pictures and the letters. They need to say the word
- ? Remind the students of the letters g, p t and k. You can ask them to look at pages 18-19-36 and 37 for help with drawing each letter if they cannot remember.

2 Write

Ask them to write the correct letter on the lines. When they have written all the letter's they can show their partner and say the words



3 Look and write

- 1 Tell the students to look carefully at the pictures and the letters. They need to say the name and write the correct letter on the lines.
- ? When they have written a., the letters, they can show their partner and say the words

Teacher assessment

- Collecting students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall progress in the limit. See the introduction page xvii for more information about the color coding.
- Remember that your assessment is based on your students' performance
- Remember to list the learning objectives of the unit and to tick the blue face if the student achieves all the learning objectives



LESSON I

page 42

Objectives: To .dentify vocabulary for parts of a house in a picture

To .. sten to and sing along with a song

Vocabulary: bathroom, bedroom, garden, house, kitchen, hving room

Language: This is the (bedroom)

Materials: Student's Book pages 40 and 43

Class CD

Online song video

Pictures of musical instruments drum flute guitar piano triangle Pictures from a magazine of rooms in a house bathroom bedroom

garden house kitchen Lying room Coloring pencils or crayons

Paper for the Fast finishers activity

Opener =

Welcome the children with a smile and say Hello! Encourage the children to say Hello! back to you.

Play What's missing? (Games Bank page 86). Put pictures of the drum flute guitar piano and triangle on the board. Revise the vocabulary. Ask students to shut their eyes. Remove one picture. Tell students to open their eyes. Ask them which picture is missing. Confirm the answer by showing them the picture. Repeat choosing a different picture each time.

Presentation

- 1. Talk with the students about their homes how homes are important, what we see at home etc. to prepare them for the new unit and link it to their lives.
- Use pictures to present and practice the new vocabulary bathroom, bedroom, garden, house, kutchen and hving room
- 3 Put the pictures on the board. Point to them and say the words. Ask the students to repeat several times. Vary the order you point to the items.

1 🚺 [CD 1.22] Look, listen, and point

- 1 He.p st. dents to find page 4?
- 2. Ask Who can you see? (Dina, Adam and Busy Bee
- Point to the do. s the children are playing with and elicit the word What toy can you see?

 Explain that the children are playing with a doll s house Say Look! A doll's house



- 4 Ask them to tell you anything else they see in the picture
- 5 Point to the different rooms in the nouse Point to the bedroom and say bedroom. Repeat with the other rooms.
- 6 Say Listen and point. Play the C.D. After each word pause the CD and ask the students to show you the correct room in the picture.
- 7 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank

bathroom bedroom garden house küchen laying room

2 👫 [CD 1.23 and 1.24] Sing

- I Draw the outline of a nouse on the board big enough to fit the magazine pictures of rooms into the outlines provided. Place the pictures of rooms in the picture of the house on the board.
- Say Listen and point. Play the song. For each verse, students point to the correct room in the house.





Come and see

Our doll's house Come and play with us! This is the bedroom. This is the bathroom.

This is the kitchen

This is the living room.

And this is the beautiful garden!

Come and see Our doll's house

Come and play with us!

- 3 Play the song again. Stop after each part of the house to make sure that the students repeat it correctly and point to the right picture
- 4 Play the song again. Encourage students to sing along with the song as much as they can
- 🤄 Play the song again. Encourage students to point to the rooms on the board when they hear them

6 When students are able play the version of the song without words. Students sing as much as they can





Digital link. A video of this song with an mation and a karaoke version can Digital link. A video of this song with an mate both be accessed by scanning these QR codes

LESSON

page 43

1 [CD 1.25] Look, listen, and number

- 1 He.p students to find page 43
- 2. Use the pictures to elioit the words house, hichen, garden, bathroom, living room, bedroom
- 3 Explain to the students that they have to listen and decide which picture is being described Say Listen and point. Play the CD pausing for students to point to the pictures.
- 4 Ask students to hold up their books and show you each from when they point to it
- Play the CD again and ask students to write the correct number next to each room
- 6 When they have fin shed ask students to hold up their books so that you can see the ranswers

Narrator, 1

This is the house Girl

Narrator

This is the hedroom. Girl:

Narrator, 3

This is the bathroom Girl

Narrator, 4

Girl This is the living room.

Narrator 5

Girl This is the kitchen

Narrator, 6

Girl This is the garden.

2 Look and say

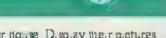
- I Hold up your book Point to a room and say What is this? Each the answer This is the tkitchen.
- Repeat for all the rooms
- 3 Put students into pairs. They should point at the pictures and tell their partner This is the (bathroom)
- 4 Go around the classroom and ask individual students What's this? What color is it?

Unit 3

Extra practice

Ask the one or two pairs to repeat their dialog to the class

ase lineary



Students can draw a sample picture of the rooms in their noise. Display their pictures
on the wall and encourage them to talk about the rooms.

Practice game

Play Guess the picture (Games Bank page 84) with the whole class to revise the vocabiliary

- Slowly draw a picture of a vocability item e.g. bathroom, be droom, house, garden, kitchen or hving room on the board
- 2 Pause for students to guess the word
- 3 Students could play in teams, with each group trying to guess first

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Say We can talk about rooms in a house

We can listen and number a picture

We sang a song

Next we wall read a story about Adam and Dina

LESSON 2

page 44

Objectives: To identify vocabulary for parts of the nouse in a picture story

To ... sten to and for ow a picture story

To .dentify a problem and suggest solutions

Life skills: Problem solving (dentifying a problem and suggesting solutions)

Vocabulary: bathroom, bedroom, garden, house, kitchen, hving room

Language: Where's (Dina)? She's in the (bathroom)

Materials: Students Book pages 44 49

Class CD

On .. ne story an .mation

Pictures from a magazine of rooms in a house bathroom bedroom.

garden house kitchen living room

Optiona. A doll's bed and bedelothes for the Look and learn activity

Paper for the Fast finishers activity



Opener

- Rev. se the house vocab...ary with the class using the pictures from a magazine
- Play the song from Lesson 1 Student's Book page 42 again with the class and ask students to sing along as much as they can

1 (CD 1.26) Listen, read, and point

- 1 Help students to find page 44
- 2 Look at the story frames with the class Ask Who is this? for each main character Students respond with the character names.
- 3 Explain that the children are going to play a game called *Hide and Seek*. Ask students if they play this game with their friends too.
- 4 Ask the students to help Adam find his friends who are hiding in the different rooms of the noise
- 9 Point to Adam counting in the garden and say Where is Adam? (in the garden, What is he doing? (counting).
- 6 Play the CD for frames 1 and 2 Pause the CD Ask Where's Dina? and excit She's in the the garden



Narrator,

Let's play a game. Adam:

D.na/Youssef/Laila, Yes!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10/ I'm coming! Adam:

Narrator:

Where's Dina? Ah, look, she's in the garden! Adam



page 45

7 Play the CD for frame 3 Pause Ask Where's Youssef? and elicit He's in the bathroom 8 Play the CD for frame 4 Pause Ask Where's Laila? and elicit She's in the hving room

Narrator

Where's Youssef? Ah, look, he's in the bathroom! Adam

Narrator

Adam. Where's Laila? Ah, look, she's in the living room!



USSOW 2

page 46

Play the CD for frame 5 Pause Ask the students to predict what happens in the story Ask students for their guesses. Point to the Think! box. Point out that Adam can't find Busy. Bee. Say Oh no! Adam can't find Busy. Bee. Where do you think Busy. Bee is?

Narrator,

or,

Adam: W7

Where's Busy Bee?
Is she in the kitchen? No ...
Where is she? Hmm.





page 47

10 Continue playing the story. Were students predictions correct? (Adam slooking for Blsy Bee Hellook sinder the bed in the bedroom, and finds her.)



Narrator 6

Adam. She's in the bedroom!
Yousset: She's inder the bed

- 11 Play the story again. Students listen point to each frame and join in with as many words as they can
- 12 You could also play the CD and pause before each house word, asking the class to complete the sentences





Digital link. An animated version of this story can be accessed by scanning this QR

Make your bed!

- 1 Look at the photograph with the class Ask What can you see? (The boy is making his bed)
- 2 Do students make their beds like this? If you have access to a doll a bed and bedclothes, you could demonstrate how to make a bed using these. Praise students who make their beds and encourage others to make their beds. Motivate them to help their moms at nome and to be tidy and clean.
- Now point to the sentence *Make your bedt* And ask students to point to it too. Say the sentence out oud and ask students to repeat. Now ask students to read the sentence to their shoulder partners.

Unit 3

page 48

1 Look and find

Section 2

- 1 Point to page 48
- 3 Look at the picture in the top left hand corner of the page with the class. Ask Who can you see? (Adam and Dina. They are looking for Busy Bee., Say Let's look for Busy Bee, too
- Focus attention on the second picture Ask Can you see Busy Bee? What room is she in? Yes, it's the bathroom
- 4 Repeat for the other pictures (bedroom, kitchen, living room, garden)

2 Circle Busy Bee

- 1 Ask students to find Busy Bee in the first picture and point to her
- ? Ten them to take out their pencils and draw a circle around Busy Bee in the picture. Ask the students to hold up their books and snow you their answers.
- 3 Ask Where's Busy Bee? Encourage students to reply She's in the bathroom
- 4 Repeat for the other pictures, with students drawing a circle around Busy Bee each time they find her
- 5 Go around the room and help as necessary

3 Say

- 1 Help students to talk about Busy Bee's location in each picture. Point to number 1 and ask. Where's Busy Bee 7 Encourage students to reply. She's in the bathroom.
- 2 Repeat the procedure for puctures 3-5

Answers:

- 2 She s in the bedroom
- 3 She's an the katchen
- 4 She's in the ... ving room
- 5 She's in the garden

Extra practice

Play the story again snoot aging students to follow the pictures in their Student's Book





page 49

1 Look and color

- 1 Tell the students to color the house
- ? Tell the students to look carefully at the numbers and colors.
- 3 Ask them to color the picture of the house according to the number in each part

2 Look and say

When they have finished they can show their partner and tell them about the picture. For example, they can refer to the entire house and say It's a house. They can refer to the door and say It's blue, etc.

Unit 3



- Students draw a simple picture of a room in their own house. They draw one of their family members in the house.
- Then they work in pairs to play a game with the pictures. One student shows their picture to their partner and asks Where's (Monuny)? The other student points to Monuny in the picture and replies (She)'s in the (bathroom)
- Display the pictures on the wall so that you can use them to review vocabiliary.

Practice game

Play What's missing? (Games Bank page 86) with the magazine pictures of rooms

- 1 Put the pictures on the board. Revise the vocabulary
- 2. Ask the students to shut their eyes. Remove one picture
- 3 Tel. the students to open their eyes. Ask them which picture is missing
- 4 Confirm the answer by showing them the picture
- 5 Repeat, choosing a different picture each time

Closing

- Remand students about what they have learned so far and set them up for what they wall
 continue learning in the approximate days
- Say We read a story about a game of hide and seek
 We talked about making our beds
 Next we will learn about doing things ourselves.



page 50

Objectives: To talk about daily habits using vocabulary for the house

To engage in activities that reinforce independence and self-management

To sing a song about doing things for ourselves

Life skills: Self management

Vocabulary: bedroom, garden, bathroom

Language: Ican do it!

Materials: Student's Book pages 50 and 51

Class CD

Online song video

Pictures from a magazine of rooms in a house bathroom bedroom

garden not se kitchen ...v.ng room Paper for the Fast finishers activity

Opener @

- Rev.ew bathroom, bedroom, garden, house, kitchen and hving room with the pictures from magazines
- Play the story from Lesson? again Encourage students to join in as much as they can
- For further practice students could also act out the story in small groups and perform it in front of the class.

1 Look and say

- 1 Help students to find page 50
- Discuss independence with the class. Explain that the children in the pictures are doing things for themselves. What do your students do for themselves? Ask Can you brush your hair? Can you clean your teeth? Ask them to tell you some more examples. Encourage them and say Well done!
- Point to the photos at the top of the page (bedroom) garden and bathroom). Point to the photo of the bedroom and say bedroom. Students repeat after you. Repeat for the garden and bathroom.
- 4 Ask the students to .cok at the first big picture on the page. Ask What is he doing?

 (watering the flowers). Do the same with garden and bathroom. Accept any simple answer.
- 5 Ask the students if they can do these things themselves
- 6 Say the sentence at the bottom of the page I can do u! Ask the students to repeat the sentence after you.



2 (CD 1.27) Sing and do

- 1 Play the song on the CD Students listen and point to each picture in the book as the word is mentioned
- Students listen to the song again. Pause after each verse and mime doing each action
- Gradually the students then sing along with the song. They can do the actions as they sing

I can do it'
I water the flowers
Like this!
I can do it!
I clean my teeth
Like this!
I can do it!
I make my bed
Like this!





Digital link. A video of time song can be accessed by scanning this QR code



page 51

1 Look and draw @ 8

A STATE OF THE PARTY OF

- 1 Help the students to find page 51
- 2 Make sure each student has a pencil
- 3 Ask the students to look at the pictures. Discuss what the children are doing in each photo (getting dressed riding a bicycle making a sandwich tying a shoerace setting the table). Encourage students to participate as much as possible.
- 4 Point at the first picture. Say Can you do it? Ask the students to draw a happy small on the face next to the photo if they can dress themselves. If they need help, they can draw a sad face. Tell, them that a sad face just means that they are still working toward this goal and they will be able to do it in the fature.

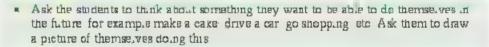
Extra practice

☐ Tell students to work in pairs. They can show their partner their work point to their photos with smiley faces and say I can do it.

2 Say

- 1 Encourage students to speak about each picture. Do not correct any mistakes, and encourage them to speak in a safe environment. For example, point to number 1 and ask a student (Injy), can you put on a jacket? Eacit. Yes, I can, or No, I can't
- ? Repeat with the other pictures and with other students

Amplifications



Practice game

Play Word whispers (Games Bank page 86) to practice the parts of the house

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We talked about doing things ourselves

We sang a song

Next we will talk about where people are in a house

IESSON ...

page 52

Objectives: To ask and answer about where a person is

To listen to and practice a dialog in pairs

Vocabulary: bathroom, bedroom, garden, house, kitchen, living room

Lauguage: Where's (Dina)? He's 1 She's in the (bedroom).

Materials: Student's Book pages 52 and 53

Class CD Scissors

Coloning pencils of crayons

Optional paper for the Fast finishers activity

Opener @

Use the pictures from magazines to revise the parts of a house. Have a picture of eighther living room but do not show the class. Say Guess what I have? Students guess the part of the house.

Play the I can do it! song from Lesson 3 with the class. Students sing along and imme any actions they can.

1 ** [CD 1.28] Listen, point, and play

1. Help the students to find page 5?

- 2 Look at the picture with the class Ask What can you see? There are two girls and they have cut out pictures of Adam. Dina Laila and Youssef which they are placing in particular rooms of a house in front of them. Make sure the students can identify the names of the rooms.
- 3 Say Listen and point. Play the first dialog on the CD. Ask the students to listen and point to the correct character and room.
- 4 Ask the students to hold up their books and show you what they are pointing to
- 5 When the students al. anderstand the activity repeat for the other dialogs



Narrator I

Girl 1 Whore's Adam?
Girl 2 He's in the bathroom.

Narrator 2

Girl 1, Where's Dina?
Girl 2 She's in the bedroom.

Narrator :

Girl 1 Where's Laila?

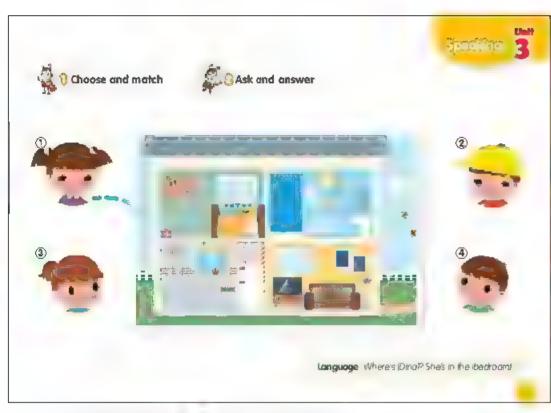
Girl 2 She's in the living room.

Narrator 4

Girl 1 Where's Youssef?
Girl 2 He's in the kitchen

2 Look and say

- 1 Put the students into pairs Say Let's look and say!
- Ask the students to look at the cut-outs for Umit 3. Ask the students to cut out the character cards.



- 3 Show now students should do the activity in pairs
- 4 Students take turns to place their four character cards in different rooms of their house
- 5 Then they ask their partner where each of the characters is in the house
- 6 Model the dialog with a student
 - St. dent A asks Where's (Adam i?)
 - . Student B answers He's in the (kitchen).
- 7 Students work in pairs taking turns to ask and answer. Monitor carefully helping students to pronounce the words and to play the game together mostly.
- 8 Confident learners can demonstrate their game in front of the class



page 53

1 Choose and match

HE SANGE OF

- I Help the students to find page 53
- 2. Use the pictures around the page to elicit the character names. Dina, Adam, Lala and Youssef
- Point to the picture of the house to each the words for the parts of the house bathroom, bedroom, garden, house, kitchen, hving room
- 4 Students choose where they would like Dina to be and draw a matching line to show which
- 5 Repeat the procedure for the other characters and rooms. The students are making their own decisions in this activity so accept all good answers

2 Ask and answer

- In pairs, students take turns to ask Where's (Laila)? and answer according to where they have drawn the matching one to in the house (She's) in the (bathroom).
- Monitor carefully checking that the children understand what they have to do and are asking and answering correctly
- 3 Ask some confident pairs to show their dialogs to the class

28

The second second

In pairs students act out something they do in one of the rooms for their partner to guess the room. One student says Where am I? and does an action for example brushing teeth. The other student guesses In the bathroom.

Practice game

Play Guess the picture (Games Bank page 84 to revise the parts of the house

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We talked about where people are in a house
 We played a game
 Next we will learn about the sounds fli and M

page 54

Objectives: To recognize the letter sounds III and IAI

To find words with the III and IAI sounds. To trace and copy the letters I U, I and U

Vocabulary: in, insect, ink, Injy, umbrella, up, Uncle Amr

Materials: Student's Book pages 54 and 55

Class CD

Pictures from a magazine of rooms in a house bathroom bedroom

garden not se kitchen ...v.ng room A do.1 a box and an umbre...a Paper for the *Fast fonshers* activity

Opener

Mime something that you do in one of the rooms (e.g. sleep) and ask Where am I?

Excit the answer (in the bedroom) Repeat for the other rooms of the house

 Play the song from Lesson 1 Student's Book page 42 again and ask students to sing along

Presentation

- 1 Hold up the dol. Say What is it? Elect doll Hold up the box Say What is it? Elect box
- Put the do I in the box and ask Where's the doll? Encit It's in the box
- 3 Then say m Students repeat after you
- 4 Write the letter i on the board
- 5 Point at the letter and say III Students repeat the sound III with you
- 6 Write in on the board and circle the in
- 7 Point at the doll in the box again and eligit in
- 8 Point to the letter and then the do., in the box quickly saying III in Ask the students to repeat
- 9 Write the letter I on the board. Point to it and say /// Point to the i and say ///
- 10 Explain to students that there are two ways to write this sound. We use a most of the time but use I at the beginning of names and sentences.
- 11 Point to Land Lagain and elicit /I/
- 12 Hold up an umbrella and ask What's this? Elect umbrella
- 13 Write the letter u on the board
- 14 Point at the letter and say / A Students repeat the sound / A with you
- 15 Write umbrella on the board. Circ e the u
- 16 Point at the imprena again and elicit unbrella
- 17 Point to the letter and the umbrellal saying I Al umbrella. Ask the students to repeat
- 18 Repeat steps 9-11 for the letter U



1 * [CD 1.29] Look, listen, and repeat

- 1 Help the students to find page 54
- ? Point to the picture of the bai, in the box and ask What's thas? Students say the word in
- Then point to the letter, on the page and say the sound /# Students repeat after you Practice this several times.
- 4 Play the CD Sing the first part of the first verse of the song to the class. Then play the second part of the first verse encouraging students to distent and repeat the M sound.
- 5 Repeat with the second verse for the A sound and umbrella



Everyone listen
Listen to me
Listen and repeat
Repeat with me
I
I, I
I, I
I in
In!

Everyone listen Listen ta me Listen and repeat Repeat with me



A
A, A
A, A, A!
A umbre ta
Umbre lla

2 Look and circle i and u or I and U

- 1 Look at the pictures with the class and identify the item in the pictures What's this? in, insect, ink, umbrella, iii. Say the words together with the class.
- Point to the ball in the box. Say the word in Say II in Point to the i and show the students now to draw a circle around it.
- Fount to the umbrella Say the word umbrella Say | Al umbrella Ask the students to draw a circle around u
- 4 Point to the insect Say the word *insect* Say / Il insect Point to the i and show the students how to draw a circle around it
- 5 Repeat for the other words on the page

Extra practice

ALC: NO PERSON NAMED IN

□ Point to each picture and ask the class to say the correct sound and word

page 55

1 Trace and copy

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make stire they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. A ternatively you could draw the lines on the board one at a time and get the children to copy them in the air.
- 2. Model the letter formation for the letter i. Say the sound III. With your back to the class write a large letter in the air with a finger. Make the starting point and direction of writing clear. Make sure that you draw the line first and then the dot
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Mode, the correct way to write the letter on the board
- 5 Help the students to find page 55
- 6 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 7 Ask the students to trace over the dotted letter i in their book with a finger first. Make sure that they are drawing the line before the dot
- 8 Check that the students can hold their pencil correctly They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.



- 9 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows. Go around the classroom helping and checking that the students are forming the letter correctly.
- 10 Repeat the same procedure for I
- 11 Read the four words at the top of the page to the students. Ask them to trace the letters and I for each word
- 12. Repeat steps 2.11 for the letters Iu and U



- Students can make an i, u, I or U poster to be displayed on the wal. They write and decorate a large i, u, I or U on the page and draw a picture to match the initial letter sound (in linear tink limbrels lap). If they know any other ample words that start with i or u they can draw these.
- If you have a display board for phonics posters add the students poster to it

Practice game

Play Circle it (Cames Bank page 84)

- 1 Draw some letters students know from Student's Book 1 on the board and the letter i
- 2. Use calling stroks to choose a student Ask the student to come to the board and circle the letter sound / II
- Write some new letters and the letter u and use calling shock to choose another student to circle the letter sound A.
- 4 Repeat with more letters and sounds as revision. Choose a new student each time

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can say /I/ and /A.

We can recognize and write the letters 1 ... I and U. We can find words with the A and A sounds Next we will learn about homes in Egypt



page 56

Objectives: To recognize different homes in Egypt

To practice tracing over times in different patterns

To engage in activities that help students appreciate and respect diversity

To assess your own learning

Issues: Loyalty and belonging

Life skills: Respect for diversity

Vocabulary: Nubia, Cairo, Alexandria

Language: I live in Nubia).

CLIL: Social Stadies Homes in Egypt

Materials: Student's Book pages 56 and 57

Coloring pencils or crayons for each child

Optional a map of Egypt
Paper for the Practice game



Opener e

- Wave and say Hello to the class
- Revise the III and IAI sounds with the class using the song from Lesson 5 page 54. Help
 the students to find the letters I and II and the pictures for In and Imbrella on Student's
 Book page 54.
- In pairs, students play a version of Pass the letter (Games Bank, page 85). One student
 draws a letter (k, a, p, g, i or u) on their partner's back. The student guesses the letter
 Students take turns.

Presentation •

- 1 If you have a map of Egypt, show this to the class. If you do not have a map draw a rough one on the board.
- ? Point to your city or region on the map and say I hive in (Giza; I love (Giza;
- 3 Ask the chadren to point to the Nae River. Note that it might be difficult for the students to recognize that the river is a line on the map. Help the children to point to where they live in Egypt.



1 (CD 1.30] Look, listen, and repeat

- I Help students to find page 56
- 2 Look at the pictures together with the class Say Look! The children live in Egypt
- 3 Ask the class to look at the first picture. Discuss where the children think this is. Tell them that it is Nubia. Say Nubia and ask the students to repeat.
- 4 Foint to the map Ask Where is Nubia? He p the students to find it on the map
- Repeat steps 3 4 for the other photos (Cairo and Alexandria)
- Say Listen and point
- 7 Play the first part of the CD. Check that the students point to the correct picture. Then play the second and third part. Go around the class, checking the students' work and helping.

THEOREM S

Audioscr

Narrator 1

Boy 1: I'm Mazen. I live in Nubia,

Narrator 2

Boy 2: Hello, I'm Zein, I live in Cario

Narrator 3

Girl 1 Hello I'm Injy. I live in Alexandria,



Digital link. A video with more information about Cairo. Nubia and Alexandria can be accessed by scanning this QR code.

page 57

1 🚛 [CD 1.31] Look, listen, and follow

- 1 Say Now listen and follow Play the CD
- 2 Students use their fingers to trace the colored lines from each child as they hear it mentioned to the correct part of Egypt
- 3 Revise where each of these places are on the map of Egypt

Narrator" 1

Girl 1: I live in Alexandria

Narrator: 2

Boy 1; I live in Nubia,

Narrator: 3

Boy 2: I live in Cairo

- 4 Play the CD again. Stop after each part and ask the students to repeat
- 2 Now say
- 1 Ask the students Where do you live? Excit the answer I live in (village or city name)

Extra practice

Ask the students to work in pairs and to tell their partner where they live

3 Look and color

- 1 Hold up your book. Point to the vocabulary words. Ask What are they? to elicit the words. Ask the students if they know these words. If they are happy that they know the words, they should color the smalley face next to the words.
- ? Point to the Life valls photos. Ask What are they doing? Discuss why doing things independently is important. Ask the students to color the smaley face next to the photo if they understand why doing things independently is important.
- The Draw the letters i and u on the board Point to the lik in the book Ask What is it? to elicit ink Ask the students to point to i or u on the board. Which is the correct letter for this word?
- 4 Point to the umbreua Ask What is #? to elicit umbreula Ask the students to point to the correct letter on the board
- 5 With your back to the class, write a large letter in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for u.
- 6 Ask your students to color the smaley face next to the phonics words if they know the letters and sounds

Practice game

Play Copy it (Games Bank page 84)

- 1 St. dents work in pairs
- 3 Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back.
- 3 The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We learned about houses in different parts of Egypt
 We talked about our differences
 Next we will learn about what we do every day
- Say Thank you to the class Ask students to say Thank you! to their shoulder partners and
 to the teacher



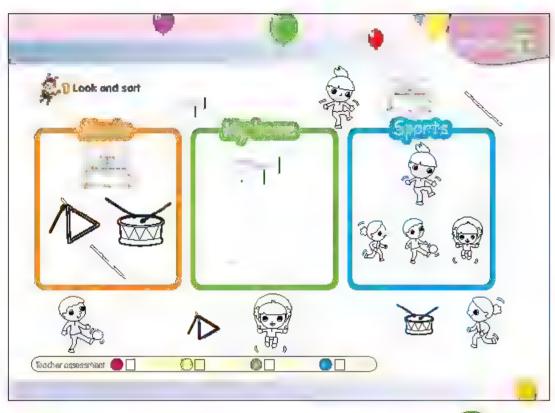
PLAY TIME

Play tune pages give students extra practice of the language in the unit. They can be completed at any time and are idea, for fast finishers.

1 Follow and match

- I Remind students of the letters g, p u and k You can ask them to look at pages 18-19-36 and 37 for help if they cannot remember
- 7. Tell students to look carefully at the pictures and the letters. They need to match the sound at the start of each word to the letter.
- 3 Ask them to trace the path carefully with their finger first and then to draw the path with their penci.





PLAY TIME



 Play tune pages give students extra practice of the language in the unit. They can be completed at any time and are idea, for fast finishers

1 Look and sort

- 1 Draw three tables on the board and label them 1 ? and ? Write Music on the first table My home on the second one, and Sports on the third one.
- Ouse flash cards or pictures from magazines to show the pictures scattered on page 59 of the Student's Book. Scatter them across the board using tape or any other sticky material.
- 3 Point to the first table and say *Music* Ask a volunteer to come to the front and choose a picture that is a musical instrument. If he or she chooses correctly, the class claps and he or she sticks it on the first table. Repeat the process for tables? and 3 unit, all pictures have been stuck in their proper places.
- 4 Remove pictures from the board and ask the students to look at page 59 and to now sort the

pictures themselves by drawing them in their correct places.

5. Go around monitoring their work. Praise all good effort.

Teacher assessment

- Collect the students' books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- Give students a tick in their books alongside the face that best represents their overall
 progress in the unit. See the introduction page xvi. for more information about the color
 coding.
- Remember that your assessment is based on the students performance throughout the unit.
 To make your assessment an easy process, list the unit learning objectives and tick the color code that represents students performance.



The Part of the Pa

page 60

Objectives: To identify vocabulary for daily activities in a picture

To .. sten to and sing along with a song

To use key yocab uary to express activities in daily life

To dentify the sequence of events

Vocabulary: get up, go to bed, go to school, have breakfast, have dunner, have lunch,

play with my friends

Language: I (have breakfast).

Materials: Student's Book pages 60 and 61

Class CD

Online song video

Pictures of daily activities get up go to bed go to school have breakfast

have dinner have linch play with my friends

Coloning pencils or crayons
Paper for the Fast finishers activity

Opener

Welcome the children with a smile and say Hello! Encourage the children to say Hello!

Play Guess the picture (Games Bank page 84) to review the rooms of the house

Presentation

- Introduce the topic by saying I get up early, I wash my face etc using suitable gestures. Then ask the students What about you? Accept all answers.
- ? Present and practice the new routines vocabulary get up, have breakfast, go to school, have tunch, play with my friends, have dinner, go to bed.
- Point to the get up picture and say get up Say Point and say Students repeat several times as a class and in groups. Then use calling sticks to select individual students to repeat as they point to the picture.
- 4 Repeat the procedure for have breakfast, go to school, have lunch, play with my friends, have dinner and go to bed.
- 5 Point to each item in him and students say the words. Vary the order you point to the items.
- 6 Ask individual students to come to the front of the class. Point to a picture on the board say (Mona), what's this? Help the student to say the action

1 🚛 [CD 1.32] Look, listen, and point

1 Help the students to find page 60 Ask the students Who can you see in the picture? (Mommy Adam Dina Lai a and Youssef) Explain that the pictures are of Adam and Dina's daily routine.



- Point to each picture is turn starting from the left and name the action. Ask students if they do all these actions themselves. Discuss who helps them in their family, for example, who makes breakfast and who wakes them up.
- Point to the get up picture and ask What is this? Say I get up and students repeat I get up Repeat for the other pictures. Say Listen and point. Play the CD. After each word, pause the CD and ask the students to show you the correct action in the picture.
- 4 Students can scan the QR code on their Student's Book and listen to the audio on the Egyptian knowledge Bank

get up have breakfast go to school have lunch play with friends have dinner go to bed

2 ** [CD 1.33 and 1.34] Sing

- 1 Say one of the actions (go to bed) and mime it. Encourage the students to repeat the word and mime too. Repeat with the other actions.
- ? Say Listen and point Play the song For each verse students point to the correct action in the picture. Ask students to hold up their books and show you which action they are pointing to.



Every day, I get up.
Good morning!
I have breakfast.
Then I go to school.
Every day, I have lunch
Then I play with my friends.
Every day, I have dunce.
And then I go to bed.
Good night!

- 3 Play the song again. Encourage students to sing along with the song as much as they can
- 4 Play the song again Encourage students to do the actions when they hear them
- 5 When students are able play the version of the song without words. Students sing as much as they can.





Digital link. A video of this song with animation and a karaoke version can both be accessed by scanning these QR codes

ROZZEL

page 61

1 * [CD 1.35] Look, listen, and point

- I He.p students to find page 61
- 2. Use the pictures to elicit the actions Ask What's this? (get up, have breakfast, go to school, have lunch, play with my friends, have dinner, go to bed)
- 3 Say Listen and point. Play the first sentence on the CD. Students listen and point to the picture of get up. Ask students to hold their books up to show you that they are pointing to the right picture. You could ask them to do the action too.
- 4 Repeat the procedure for the other daily routines pictures and the rest of the recording

Narrator, I

Boy: I get up.

Boy: I have breakfast.

Narrator 3

Boy I go to school

Narrator 4

Boy I have bench

Narrator 5

Boy I play with my friends

Narrator 6

Boy; I have dinner

Narrator 7

Boy: I go to bed.

2 Choose, act, and say

- 1 Mirrie one of the routines for students to guess what it is
- Encourage a student who guessed correctly to mime the next routine for the rest of the class to guess.
- 3 Tel. students they are going to do the same activity in pairs.
- 4 Say Choose, act and say In pairs one student acts out a daily routine for their partner to say This activity can also be done in small groups

Extra practice

Ask one or two confident pairs or groups to act out their daily routines for the class







Students draw and color a picture of their favorite part of the daily routines. You can add these to a class display or book for students to practice vocabulary with

Practice game

Hay Guess the picture (Games Bank page 84) with the pictures of the daily routine activities

Closing

Remind students about what they have learned so far and set them up for what they will
continue learning in the upcoming days

Say We can talk about what we do every day.

We sang a song

Next we will read a story about Busy Bee's day

page 62

Objectives: To identify vocabiliary for daily activities in a picture story

To histen to and follow a picture story. To predict what happens next in a story.

To determine similanties and differences between Busy Bee's day and

vour own

To practice polite greetings
To sequence events correctly

Life skills: Communication - Look and learn

Problem solving (identifying a problem and suggesting solutions)

Vocabulary: get up, go to bed, go to school, have breakfast, have dunner, have lunch,

play with friends, queen

Language: I (get up). I (have breakfast)

Materials: Student's Book pages 63 67

Class CD

On...ne story an .mation

Pictures of daily activities get up go to bed go to school have breakfast

have dinner have lanch play with my friends

Scissors and give



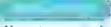
Opener

- Revise the daily activities with the class using the pictures. If possible use the pictures made by the fast finishers in the previous lesson.
- Tell a story about an imaginary character (Mai for example) who gets up has breakfast etc. Accompany the story with any pictures which you draw on the board, and have the students comment simply.

1 (CD 1.36) Listen, read, and point

- 1 He.p students to find page 6" Look at the story frames with the class Explain to students that this is a day in the life of Busy Bee It's her daily routine
- Ask them who they can see in the pictures. Point to a character and ask Who is this? (Dina, Adam, Laua, Youssef, Morniny, Busy Bee).
- Point to frame 1 and ask What is it? (get up, have breakfast) Say Listen and point. Play part 1 of the CD. Encourage students to point to frame 1 and repeat get up and have breakfast.





Narrator, I

Busy Bee Good morning! Every day, I get up, .. and I have breakfast



विदेशकारी क

page 63

4 Play part ? of the CD Encourage the students to point to frame ? and repeat go to school.

5 Continue in the same way for frame 3

Narra.tor

rrator' 2

Busy Bee; I go to school with Adam and Dina.

Morning: Goodbye, Adam, Goodbye Dina! Goodbye, Busy Bee!

Narrator: 3

Busy Bee: I have lunch with Adam and Dina at home.

ijesko)N 😘

page 64

6 Continue in the same way for frame 4

Narrator: 4

Busy Bee: Then I play with Adam and Dina.

Adam. Let's play!
Dina: I'm the queen!

7 After the end of frame 4 stop the CD Look at the picture of Lasla looking through the dressing up clothes. Ask the students to think about what will happen next. What is Lasla doing? What will happen? What do students think? Point to B. sy Eee. Ask Is Busy Bee happy? Does she want to play too? What's the problem? Point to the Think! box. Accept all reasonable answers and elicit that Bisy. Bee wants to play but cannot find clothes. Ask What can the children do?





PESSON 7

page 65

- 8 Continue playing the story. Were students correct? (La., a found a dressing up crown for Busy Bee to wear so that she could join in with the children as the queen bee)
- 9 Point to Busy Bee wearing the crown in frame 5 Say Queen. Students repeat the word

Narrator:

I'm Busy Bee, the queen bee! Busy Bee'

Dina Yes, Busy Bee! You are the queen bee!

Narrator

Mommy It's bediume! Busy Bee Then, I go to bed.

What a fun day! Good night!

10 Play the story again. Students...sten point to each frame and join in with any words that they can



11 You could also play the CD and par se before each daily activity asking the class to complete the sentences



Digital link. An animated version of this story can be accessed by scanning this OR

Smile and say Hello!

- I Look at the photograph with the class. Ask What can you see? (The girl is waving good bye)
- 2 Ask Is she happy? Ask students if they smue and wave goodbye to their family in the morning. Discuss why it is important to smile and say hello and goodbye to people
- 3 Point to the sentence Smile and say Hello! Ask students to point to the sentence and repeat it to their shoulder partners

LESS XON

page 66

1 ki [CD 1.37] Listen, cut, and stick

1 Help the students to find the Unit 4 cut outs at the back of their books page 91 Encourage them to point to each activity and say what it is. Ask students to cut out each activity with

7. Ask students to put the activities in a good order for one day. Ask What do you do first? E.i.c.t. get up and te., students to put that on the left of their desk

Ask Wha.'s ne it? El.c.t have breakfast (although accept other answers if students can give

you a reason for their choice. Tell students to put that next to the first activity

4. Tell students to continue in the same way. Go around the class to help, ask questions and mon.tor Say Listen and choose Play the CD St. dents listen and point to the correct activity on the pieces of paper which they have cut out. Help students to find page 51. Explain that you are going to listen to the CD again and put the activities on the page in the correct order Play the CD again Ask students to put the activities in the correct order. Play the CD once more for the students to check their answers

5 Hand out give to each group. Ask students to suck the activities into their books.

Narrator:

Busy Bee: Good morning! Every day, I get up . and I have breakfast

Narrator:

Busy Bee I go to school with Adam and Dina.

Momny Goodbye, Adam, goodbye, Dina! Goodbye, Busy Bee!

Narrator

Busy Bee. I have lunch with Adam and Dina at home

Narrator:

Busy Bee; Then I play with Adam and Dina.

Let's play! Adam. Dina. I'm the queen!

Narrator:

Busy Bee I'm Busy Bee, the queen bee!

Dina Yes, Busy Bee! You are the queen bee!

Narrator

It's becliving Mommy

Busy Bee Then, I go to bed What a fun day! Good night.

2 Now say

- 1 Encourage confident students to speak about the frames using as much English as they can Don't correct any mistakes and encourage a safe environment for speaking
- Encourage al. their efforts



Extra practice

☐ Play the story again encouraging students to follow the pictures in their Student's Books



1 Look and say

- 1 He.p students find page 67 in their books. Point to the first in number 1 and ask. What can Adam do? E.i.cit chmb
- ? Do the same for number? Ask What is it? Excit plane Encourage an students to volunteer an answer
- 3 Repeat the process for the remaining pictures. Frause an correct answers

2 Circle the odd one out

- 1 Ask students to look at the pictures in group 1 Say What is it? And prompt the answer for each one (cumb plane, hop Jump)
- 2. Say Which is the odd one?
- 3 Praise any students who correctly identify plane as the odd one out
- 4 Ask students to draw a circle around the plano
- 5 Ask students to work in pairs to find the odd one out in each of the other groups





- In pairs stidents can point at the pictures and say the daily achivities. I (get up)
- Create a check st on the board of daily routines (use the pictures of daily activities) and add two columns, one for me (the student) and the other for Busy Bee. Point to the first activity (get up) and say Get up. Busy Bee. Yes or no? Encit yes and tick in the Busy Bee column. Continue for the rest of the activities. Ask students to copy and complete the check ist of their own day and work in pairs to compare.

Practice game

Play Mone if (Games Bank page 85) with either the whole class or in smaller groups

- 1 Mame a daily activity for the class to guess, e.g. play with friends. Encourage students to put their hands up if they want to answer
- ? Choose a student to say the answer for your more Confirm they are correct and say I (play with my friends). Well done! Then you could encourage that student to do a mime by whispering another activity to them.

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We read a story about Busy Bee's day.
 We talked about saying hello and goodbye to people.
 Next we will learn about getting ready.

dission t

page 68

Objectives: To talk about daily activities

To reinforce the importance of getting ready independently

To sing a song about getting ready independently

Life skills: Self management

Vocabulary: get up, have breakfast, go to school

Language: We get ready!

Materials: Students Book pages 68 and 69

Class CD

Online song video

Pictures of daily activities get up go to bed go to school have breakfast

have dinner have lanch play with my friends

Opener n

Play What's missing (Games Bank page 86) with the pictures of daily activities. Revise all
the words as you put the pictures on the board. Ask students to close their eyes and remove
one picture. Tell students to open their eyes and say which picture is missing. Repeat
removing different pictures.

· Play the story from Lesson? again Encourage students to join in as much as they can

 For further practice students could also act out the story in small groups and perform it in front of the class

1 Look and say

- 1 He.p students to find page 68 Discuss getting ready independently with the class Do students get ready independently at home? What do they do to get ready? Do they get up on their own? Do they help to make breakfast or to tidy up after breakfast? Accept all answers and praise independent behavior.
- 2 Point to the photos at the top of the page (get up have breakfast and go to school)

Point to the photo for get up and say I get up Stildents repeat after you Repeat for I have breakfast and I go to school

4 Say Now find Ask students to look and find the routines in the photos below. They can point and say the words together. Say the sentence at the bottom of the page We get ready. Ask students to repeat the sentence after you.

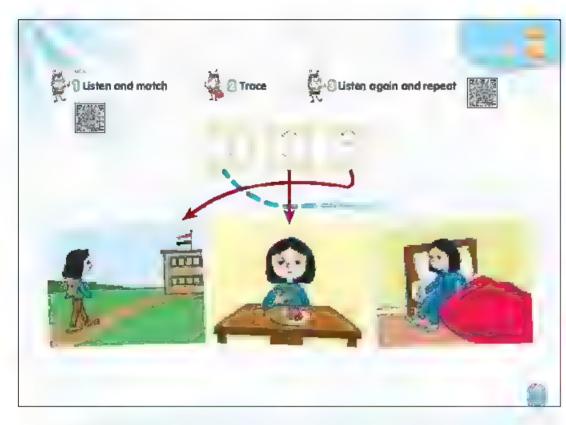
2 1.38 Sing and do

1 Say Listen and point. Play the song on the CD. Students listen and point to each picture as the word is mentioned.



- 2 Say Listen and do Stildents isten to the song again and do a mime for each verse. They mime stretching for I get up eating for I have breakfast and walking for I go to school.
- 3 Say Listen, sing and do Play the song again Gradually students then sing along with the song They do the actions as they sing. When students are able play the version of the song without words. Students sing as much as they can and do any corresponding actions.

Let's get ready!
Let's start the day!
I get up
Then, I have breakfast
And then I go to school.
Hooray!



Let's get reasy!
Let's start the day!
I get up
Then, I have breakfast
And then I go to school.
Hooray!



Digital link. A video of the song can be accessed by scanning this QR code



page 69

1 🛊 [CD 1.39] Listen and match

E Compton o

- I Help students to find page 69 Look at the first picture on the page and elect the phrase I go to school. Students point to the picture and say I go to school. Repeat the procedure for the other pictures (I have breakfast and I get up)
- 2 Remand students of the importance of getting ready as independently as they can
- Point to the numbers and elect the words What number is this? Tell students they are going to listen to the CD and decide which picture is first. Say Listen and match. Play the first sentence on the CD. Ask What did you hear? (I get up.)
- 4 Demonstrate how to follow and continue the line from the number 1 to the picture of the girl getting up. Students follow and continue the line first with a finger, and then with a pencil. Repeat the procedure for the other two sections of the CD and the pictures of I have breakfast (number?) and I go to school (number?)

Narrator: 1

Girl: İ get up

Narrator: 2

Girl. I have breakfast.

Narrator. 3

Girl Igo to school.

2 Trace

I Ask students to trace over the numbers 1, 2 and 3. Check that they start each number from the correct point

3 🚛 [CD 1.40] Listen again and repeat

- 1 Play the CD one more time
- 3. Students listen point to the pictures and repeat the sentences as they hear them on the CD





 In pairs or small groups students play Mune if (Games Bank page 85) to revise daily activities

Practice game

Play Point to the picture (Games Bank page 85) with the pictures of daily activities

Closing

Remind students about what they have learned so far and set them up for what they w...
 continue learning in the opcoming days

Say We talked about getting ready

We sang a song

Next we will talk about what we do every day

IESSON 4

page 70

Objectives: To practice taking about daily activities

To asten to and practice a dialog in pairs

To practice sequencing events

Vocabulary: get up, go to bed, go to school, have breakfast, have dinner, have lunch,

play with my friends

Language: I get up, I have breakfast.

Materials: St. dent's Book pages 70 and 71

Class CD

Pictures of daily activities get up go to bed go to school have breakfast,

have dinner have which play with my friends

Scissors

Coloring pencils or crayons
Paper for the Fast finishers activity

Opener 6

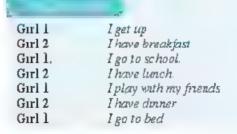
- · Play What's this? (Games Bank page 86) with the pictures of daily activities
- Play the Let's get ready! song from Lesson 3 Students sing along and mime any actions
 they can

1 🐙 [CD 1.41] Look, listen, and point

- 1 He.p students to find page 70
- 2. Look at the picture with the class Ask What can you see? Two girls are playing a game with daily routine dominoes (Unit 4 cut outs)
- 3 Look at the first plottere on the domino on the left with the class Ask What is this? (get up.)
- 4 Say Listen and point Play the first part of the CD to the class Students haten and point to the get up domino

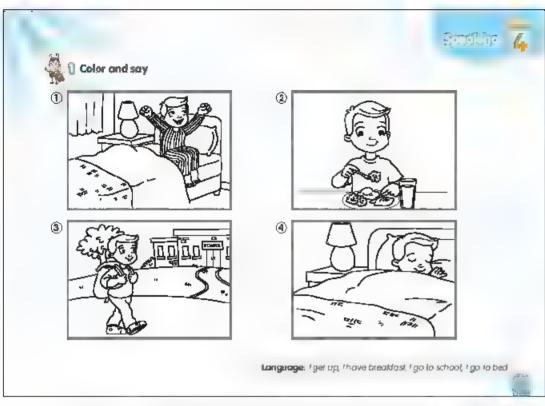


5 Play the rest of the CD pausing after each line for students to find and point to the daily routine dominoes



2 Cut and make

- 1 Put students into pairs. Say Let's look and say!
- He.p students to find the Unit 4 cut outs at the back of their book page. Ask them to cut out the pieces along the dotted lines. Ask them to be careful that they only cut the dotted lines.
- When they have cut out all the pieces, ask them to count the cards. Count as a class. 1, 2, 3, 4, 5, 6, 7, 8



- 4 Put the pictures of daily activities on the board. Say I(get up) Ask the students to point to the correct picture. Ask the students to repeat the phrase I(get up).
- 5. Tell the students they are going to play a game of dominoes in pairs, like the girls on the page.
- 6 Demonstrate how students should play using volunteers
- 7 Show them how to mux the dominoes up and place them face up on the table in front of them.

3 Look and say

- 1 Encourage students to think about what they do first in a day Say *That's right*, *I get up'*Find 'get up'. The first student chooses the domino card with only the picture of get up on it and places it down as the beginning of the game. He or she says *I get up*. (This activity encourages an important thought process, sequencing.)
- The second student then finds the second domino that has the picture of get up on it and places it next to the first domino. He or she repeats the first routine get up and then says the next routine they can see on that domino. Have breakfast. They continue taking turns antil they have completed the game.
- 3 The arm is to sequence the cards correctly according to the sequence in their Student is



Hooks Students should have their books open as a visual reference. Ask students to work in groups to play this game.

- 4 Mon.tor carefully helping children to pronounce the words and to take tirns correctly
- 5 Confident sti dents can demonstrate their dominoes game in front of the class.

page 71

1 Color and say

- 1 He.p students to find page 71
- 2. Use the pictures to exact the words get up, eat lunch, go to school and go to bed
- 3 Ask students to color the pictures carefully
- 4 When students have finished coloring put them into pairs. Ask them to show their pictures to their partner and say what each one shows. For example, I get up
- 5 Encourage them to say as much as they can

Extra practice

☐ Confident shidents could talk about their pictures to the class

Practice game

Play Guess the picture (Games Bank page 84) with get up, go to bed, go to school, have breakfast, have dinner, have lunch and play with my friends

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We talked about what we do every day.

We played a game

Next we will learn about the sounds A/ and /kw/

HEADON V

page 72

Objectives: To recogmize the letter sound /l/ and /kw/

To find words with the AI and IkwI sounds To trace and copy the letter I Q, L and Q

Vocabulary: leg, lion, lemon, Lamya, Queen Elizabeth, quiet

Materials: Student's Book pages 72 and 73

Class CD

A picture of a queen A tray of sand

Paper for the Fas. finisher's activity

Opener

Play Mune it (Games Bank page 85) to revise the daily routines.

 Ask students to demonstrate their dominoes games from Student's Book Lesson 4 again. If height, play a sentence from the recording from Student's Book page 70 again first.

Presentation |

- 1 Point to your leg and ask What's trus? Elect leg-
- ? Write the letter I on the board
- 3 Point at the letter and say /b Stildents repeat the sound /b with you
- 4 Point at your leg again and elicit leg
- 5 Write leg on the board Circle the letter !
- 6 Point to the letter and then your leg quickly saying // leg Ask the students to repeat
- 7 Write the letter L on the board Point to It and say ill Point to the , and say ill
- § Explain to students that there are two ways to write this sound. We use l most of the time but use L at the beginning of names and sentences
- 9 Point to land Lagain and elicit /l/
- 10 Put the picture of the queen on the board and ask What's this? Elicit Queen
- 11 Write the letter q and Q on the board
- 17 Point at the letter and say tkwt Students repeat the sound tkwt with you
- 13 Point at the queen again and elicit Queen.
- 14 Point to the letter and queen saying Ikwi Queen Ask the students to repeat

1 * [CD 1.42] Look, listen, and repeat

- 1 Help students to find page 73
- ? Point to the picture of the leg and ask What's this? Students say the word leg
- 3 Then point to the letter, on the page and say the sound /l/ Students repeat after you Practice this several times



- 4 Play the CD Sing the first part of the first verse of the song to the class. Then play the second part of the first verse encouraging students to listen and repeat the 111 sound.
- 3 Repeat with the second verse for the Ikud sound and Queen

Everyone listen
Listen to me
Listen and repeat
Repeat with me
l
L, l
L, t, t!
l leg
Leg!



Everyone listen
Listen to me
Listen and repeat
Repeat with me
q
q q
q q, q!

g que en

Oueen!

2 Look and circle I and q or L and Q

- 1 Look at the pictures with the class and identify the items in the pictures What's this? (legition, lemon, Lamya, Queen, quet) Say the words together with the class
- ? Point to the leg Say the word leg Say /l/ leg Point to the l and show stidents how to draw a circle around it
- 3 Point to the queen. Say the word Queen. Say Ikwi Queen. Ask students to draw a circle around Q.
- 4 Point to the Lon Say the word kon Say // kon Point to the land show the students now to



draw a circle around it

5 Repeat for the other words on the page

Extra practice

□ Put the class in groups of four or five. Ask each group to decorate the letter sounds k and q on paper or poster paper. They can cut out pictures of objects starting with these sounds and stick them around their poster or flyer. Hang up their products on the wall to enhance their sense of pinde in what they make

LESSON IS

page 73

Irace and copy

- 1 With your back to the crass, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. A ternatively you could draw the lines on the board one at a time and get the children to copy them in the air.
- ? Mode, the letter formation for the letter! Say the sound /l/ With your back to the class, write a large letter l in the air with a finger. Make the starting point and direction of writing clear.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Model the correct way to write the letter on the board
- 5 Help students to find page 73
- 6 Make sure stildents are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 7 Ask students to trace over the dotted letter lin their book with a finger first
- 8 Check that the students can hold their pencil correctly They should not the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move sugntly. Make sure that they don't not the pencil too tightly.
- 9 Ask them to trace the large letter with a pency, making sure that they follow the direction of the arrows.
- 10 Repeat the same procedure for L
- 11 Read the three words at the top of the page to the students. Ask them to trace the letters ℓ and L for each word
- 12 Repeat steps 2-11 for the letters q and Q

2 Say

- 1 Help students find page 73
- 2 Focus students attention to Exercise ?
- 3 Read the words .eg .ron Larmya Queen E. zabeth and quet pat sing after each word
- 4 Point to each word and ask students to say the words
- 5 Drill chorally then individually making sure students pronounce the word's correctly





- Students can make an l, q, L or Q poster to be displayed on the wall. They write and decorate a large l, q, L or Q on the page and draw a picture to match the initial letter sound (leg, lion, Ismon, Lamya, Queen, quet). If they know any other simple words that start with lor q, they can draw these. Other students can perform this activity at home and bring it the next lesson.
- If you have a display board for phonics posters add the students' poster to it

Practice game

Hay Missing sound (Games Bank page 85)

- 1 Draw some letters students know on the board e.g. a, k, i, u, p, g, l, q
- Point to each letter and ask students to say the sound
- 3 Ask students to close their eyes.
- 4 Remove one letter
- 5 Ask students to open their eyes and tell you the missing sound
- 6 Repeat with the other letters.

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can say /l/ and /kw/

We can recognize and write the letters 1 k. L and K. We can find words with the ili and ikw/sounds. Next we will learn about day and night.

LESSON 6

page 74

Objectives: To recognize different times of day

To observe scient fic phenomena

To use the words day and night to describe their daily activities

Values: Appreciation of science and scientists

Language: Iget up, Igo to bed, I have lunch.

Vocabulary day, mght

CLIL: Science Day and might

Materials: Sp.dent's Book pages 74 and 75

Pictures of daily activities get up go to bed go to school have breakfast,

have dinner have with play with my friends

Big pictures of the sun and the moon



Opener o

- Revise the ... and /kw/ sounds with the class using the song from lesson 5 page 72 and the pictures drawn for the Fast finishers activity in the previous lesson. Help students to find the letters t and q and the pictures for leg and queen on Student's Book page 72.
- In pairs, students play a version of Pass the letter (Games Bank page 85). One student draws
 a letter (i or d) on their partner is back. The student guesses the letter. Students take turns.

Presentation

- 1 Talk about day and night with the class. Say when you see the moon it is called night. Use a picture of the moon and do the same with the day and the sun. Show the two pictures of the moon and the sun clearly to make sure that the students understand the concept we. Then show the moon and say night. Ask students to repeat and then show the mode, of the sun and say day. Ask students to repeat
- When you are completely sure that the students understand the concept of day and night you can mention that the night comes after the day using the pictures and moving them as if one is following the other.
- 3 Ask if they can tell you what they do at night (I go to bed) and during the day (I get up, I have breakfast, I go to school, I have lunch, I play with my friends, I have dinner). Accept any other activities they do at night or in the day time.
- 4 Revise the daily activities using the pictures



- 5 Draw a simple picture of the sun on the left-hand side of the board and a simple picture of the moon on the right hand side to represent day and night Ask a student to come to the board and put one of the daily activities pictures on the correct side of the board
- 6 Repeat with different students for the rest of the pictures. (The only daily routine picture in the night section should be go to bed)

1 Paper [CD 1.43] Listen and point

- 1 He.p students to find page 74 Look at the pictures together Ask students what they can see. Help students to .dent.fy the da., v activities. Ask What's this? (I get up. I have limch, I go to bed)
- ? Show the students a big picture of the sun and hold it above your head. Stand up slowly and my I get up Encourage students to do the same stretching their arms above their heads Sit down slowly Say I have lunch Mine having ...nch Lay the sun picture on the floor Pick up the picture of the moon. Say I go to bed. Yawn and mime sleeping
- 3 Point to the photos on the right of the page. Say Is it day or night? Discuss the times of day. that each photo shows (1 moming 2 day 3 night)
- 4 Explain that the students have to listen and match the activity to the time of day
- 5 Play part 1 of the CD Ask students to point to the correct photo (the boy getting up) Ask students to point to the correct time of day on the right



2 Look and join

- 1 Check that they are all pointing to the early morning photo and ask them to draw a line from photo 1 to the early morning
- Repeat for parts 2 and 3 of the CD

Narrator

Boy 1: Good morning! I get up It's morning

Narrater:

Hello! I have tunch It's day.

Narrator:

Boy 2:

Girl la

Good night. I go to bed. It's night



Digital link. A video about the different times of day can be accessed by scanning this OR code

LESSON ...

page 75

1 ##[CD 1.44] Look, listen, and say

- I Point to page 75
- Point to the pictures of the sunrise midday and sunset and revise the concept of day and night
- Point to each of the daily activities in the pictures Ask What is it? (get iv., go to school, have dunner;
- 4 Play the first part of the CD and ask the students to point to the pictures. Check that they are all pointing to the correct pictures
- 3 Continue playing the CD and ask students to point to each picture as they hear it on
- 6 Ask students why the public are are in a circle (because the sun goes up and down every day and we do the same daily activities)



Adam

Good morning! It's morning I get up

It's day. I go to school It's night. I have dinner

Good morning: It's morning I get up

It's day, I go to school

It's night I have dinner

Extra practice

Ask students to work in pairs and show page 75 to their partner. Tell them to point at the pictures and say the activities

 In pairs or small groups students play Mime it (Garnes Bank page 85) to practice the daily routines

Practice game

Play What's mussing (Games Bank page 86) with the pictures of daily activities.

For the next class

1 Ask students to bring in some pyjamas and any object or cuddly toy they like to take to bed or a bedtime story that they would like to show the class

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We learned about day and night
 We talked about the sun going up and down.
 Next we will make a book about our day

LESSON

page 76



Objectives: To work on a project to make a dairy activities mini book

To present your book to the class To assess your own earning

Life skills: Creativity and communication

Vocabulary get up, go to bed, go to school, have breakfast, have dinner, have lunch,

play with my friends

Language: I get up I have breakfast

Materials: Students Book pages 76 and 77

Pictures of daily activities get up go to bed go to school have breakfast,

have dinner have unch play with my friends

A completed daily routines book to show the class if possible

Coloring pencils or crayons

Scissors

Opener (

Play Point to the picture (Games Bank page 85) using the pictures of daily activities



Presentation

- 1 Make stre you are well prepared before the class. Refer to the cut outsion pages 93-95. Cut them out and stick them on folded paper (as shown on page 60 of the Student's Book so that they open like a mini book. Show your mini book to the class and tell them that they will make one like it.
- Say This is a daily routines book
- 3 Make sure each child has seen it properly by taking it around the class

1 Make a daily routines mini book

- 1 Help students to find page 76
- 2 Look at the pictures together with the class Say Look! The children are making daily routines books. Here are the materials. I can see crayons and pencils. Look, they are coloring and folding their books.
- 3 Explain to the class that they are going to make their own daily routines books following the instructions in the pictures: Now you try
- 4 Distribute the items which the students need to make the book. Help students to find the Unit 4 cut outs at the back of their Student's Books
- 5 First students cut out the two parts.
- 6. Then they color and draw the missing part of each picture (they decorate the bed cover

- draw food they ...ke to eat on the plates for breakfast and lanch to orin the backpack the ball and the teddy bear) Then help students to fold the pages to make their books
- 7 Monitor the students work. Encourage them to help each other and share coloring pencils, crayons and solssors.
- 8 Ensure that they clean and tidy up when they finish

2 Look and say

- 1 Help students to show their daily routines books to their group and then to the class
- 2 Encourage students to turn the pages of their book and say I get up, I have breakfast, I go to school, I have lunch, I play with my friends, I have dinner, I go to bed.
- 3 You can display these books in the classroom

ESSON 7

page 77

1 Show and tell

- 1 Make sure that the students have their py jamas cuddly toys and other bedtime things with them. Students can put their py jamas on over their clothes and place their other things on your table. If they don't have an item with them, this isn't a problem, because they can talk about their daily routine book instead.
- ? He.p students to find page 77 Look at the page with the class and explain that the children in the photograph are talking about the items which they have brought in from home. They are a, wearing their py jamas, too.
- Say Le.'s talk about our things Let's go to bed
- 4 Choose an item and ask the child who prought it in to come to the front
- 5 Encourage them to mume holding or using the item and going to bed. They can say I go to bed. Encourage students to use words and phrases that they have learned such as It's a took, or It's (red).
- 6 If you have time read one of the bedtime stories the students have brought in or sing an Englishaby and milme falling asleep. Then say Let's get up, everyone! students stretch their arms above their heads.

2 Look and color

- 1 Hold up your book Point to the vocabulary words. Ask What are they? to elseit the words. Ask the students if they know these words. If they know the words, they should color the smiley face next to the words.
- ? Point to the Life skills photo. Ask What is he doing? to exist that he is getting ready to go to school (self management). Discuss why getting ready independently is important. Ask shidents to color the similar face next to the photo of they feel that they have learned about this
- 3 Draw the letters l and q on the board. Point to the Lon in the book. Ask What is it? to elect lion. Ask students to point to l or q on the board. What is the correct letter for



this word?

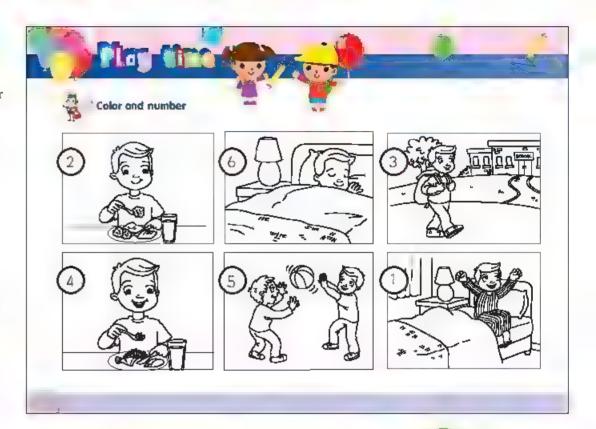
- 4 Point to the queen Ask What is it? to eacit queen Ask students to point to the correct letter on the board
- With your back to the class, write a large letter l in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for q
- 6 Ask your students to color the smaley face next to the phonics words if they know the letters and sounds
- 7 Point to the Project picture. Remind students about the daily routines book they made. Ask them to do or the smiley face.

Practice game

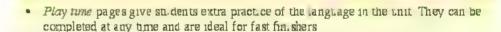
Play Word whispers (Games Bank page 86) to revise all the unit vocabulary

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say We made a book about our day
 We talked about going to bed.
 Next we will revise words from units 1 4.
- Say Thank you to the class for being active and pointe. Ask students to say Thank you! to their shoulder partners for being ne.pf...



PLAY TIME



1 Color and number

- 1. Ask students to color the piotures carefully
- 2 Tell the students to think about the order in which they do these activities every day. The first activity of the day is get up so I is in the circle next to this picture.
- 3 Ask students to write the numbers for the rest of the activities in the circles next to each picture. Accept a reasonable answers (play with friends can be at any time of day)



PLAY TIME



 Play time pages give attidents extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and draw 🕲 🖰

- I Tell students to look carefully at the pactures
- If a picture shows something good that they should do they can draw a happy face. If a picture shows something bad that they shouldn't do they can draw a sad face.



Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each
 skill for your own records. This will allow you to plot their development as the course
 progresses.
- Give students a tick in their books alongside the face that best represents their overall
 progress in the unit. See the introduction page xvi. for more information about the color
 coding.



LESSON 1

page 80

Objectives: To revise the vocabulary from units 1-4

Language Unit 1 climb, hop, jump, kick, rim, skip

Unit 3. drum, flute, guitar, piano, triangle

Unit 3 bathroom bedroom garden, house, kitchen, hving room

Un.t 4 get up, go to bed, go to school, have breakfast, have dinner, have

lunch, play with friends Numbers' six seven eight

Materials Student's Book pages 80 and 81

Class CD

Co.onng penci.s or crayons

Opener -

· We come the children with a smile

 Revise the vocabulary from units 1.4 with a game of Guess the picture (Games Bank page 84)

Play Color show (Games Bank page 84) to revise all known colors

1 Look, listen, and point

1 He.p the students to find page 80

2 Ask students Who can you see? Point to Busy Bee and ask Who is this? (Busy Bee).

3 Then ask students what they can see in the left column on the climbing frame What can you see? Yes, numbers

4 Point to the number 6 and ask What is this? (six), Say Yes, it's six

5 Repeat the procedure for the numbers 7 and 8

6 Play the first sentence on the CD Say Listen and point Students point to the corresponding numbers as they hear them mentioned

7 Repeat the procedure for the other columns of pictures.



Narrator^{*}

Youssef six, seven, eight

Narrator 2

Adam: drum, guatar, flate, triangle, piano

Narrator: 3

Dina: clumb, skip, jump, kick, run

Narrator: 4

Laila. get up, have breakfast, go to school, have linch, play with friends

Narrator; 5

Youssef: be droom, bathroom, kitchen, living room, garden

Narrator;

Dina, pink, blue, yellow

2 Color the star

1 Hold up the book and point to the star

2 Ask the students to color the star carefully to show that they have finished this page







page 81

1 W Look, listen, and number

- Look at the four pictures with the class. Ask them who and what they can see in the pictures. Point to a character and ask. Who is this? (Adam, Dina, Laila and Yousseff). Make sure students can remember the names of the characters.
- Then point to items on the page and ask What is thus? It's (a triangle). In the pictures Dina is playing a triangle. Yourself and Adam are kicking a ball. Latte is skipping, and Adam Dina and Latte are playing hide and seek.
- Tell students they are going to listen and number the pictures in the correct order. Listen and number.
- 4 Play the CD pausing after each mini dialog. Students listen to the CD and number the pictures



Narrator: 1

Laila. I ean skip

Narrator 2

Adam: I can play football Youssef: I can play football, too

Narrator: 3

Dina: I play the triangle

Narrator: 4

Dina and Laila. We play with our friends



Students practice the vocabulary from units 1.4 with a partner using the pages in the
book. One student points to something and asks. What k this? Their partner replies
it's a (plane).

Consolidation game

- Hay Mime it (Games Bank page 85) to practice any of the words from the page





LESSON 2

page 82

Objectives: To revise the letter sounds from units 1.4 1kl ltl tpl tgl tll tAl

Il I KWI

Vocabulary: pencil, guitar, kick, teddy bear, ink, umbrella, lemon, queen

Language: Umt 1 kick, kite, teady bear, Karim, Taha

Unit ? leg, hon, lemon, quaet Lamya, Queen Unit ? guitar, green, piano, pink, Gamila, Peter Unit 4 in, ink, insect, up, umbrella, Injy, Uncle

Materials: Student's Book pages 82 and 83

Pictures of a guitar a person kicking a ball a teddy bear ink

an imbrella a lemon aqueen

Opener 1

Revise the sound /k/ by showing the picture of someone kicking a ball and electing kick

 Write the letter k on the board and say !k! Point to the letter and say !k! Students repeat the sound !k! with you

Then point to the picture again and ellicit kick. Point to the letter k on the board at the same time so that the students are saying /ki kick repeatedly.

Repeat the procedure for /t/ (teddy bear), /p/ piano), /g/ (guitar), /I/ .nk, /A/ umbrella, /l/ lemon and /kw/ queen

1 Play the game

- 1 Help students to find page 82 Point at Exercise 1
- 3 Say Look' A game
- 3 Use the pictures to encit the vocabulary Point and ask What's this? (pencil, guatar, kick, teddy bear, ink, umbrella, lemon and queen, and the sounds (/k/, /t/, /p/, /g/, /l/, /M, /l/ and /kw/).
- 4 Demonstrate how to play the game. Hold up your book to show the game board. Explain that the students should play in pairs and have to take turns.
- The first player points to the first flower on the game board. They say the sound on the flower and the word for the picture that follows the flower /p/, pencil. The second player points to the next flower and says the sound and the word for the picture following that flower and so on
- 6 They can play the game more than once or with different partners if time allows









page 83

1 🗱 Listen and point

- 1 Help students to find page 83 Hold your book up
- 2 Look at the first picture with the class. Explain that there are two girls and they are talking to each other. Tell the students that they are going to listen to the two girls.
- 3 Say Listen and point. Play the first dialog on the CD to the class. Ask students to point to the person speaking. They should start with the person on the left each time.
- 4 Repeat the procedure for the other pictures and the other sections of the CD



Narrator: 1

Girl 1: I can hop
Girl 2: I can hop, too!

Narrator: 2

Boy: It's a balt.

Narrator. 3

Girl 1: I have limch.
Girl 2: I have timch too.

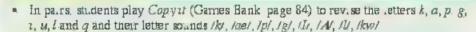
Narrator: 4

Boy I; I play the drum.
Boy I; I play the chum, too!

2 Act

- 1 Play the first dialog on the CD Say Listen Ask one of the students to model it with you. Say I can hop. Help the student to reply I can hop, too.
- 2. Students work in pairs to do the speaking activity using the pictures to help them
- 3 You could also play the CD and pause before the words hop, ball, lunch and drum and ask students to complete the sentences
- 4 Confident learners can demon strate their skills in the speaking activity in front of the class

Test hirahor



Practice game

Play Word whispers (Games Bank page 86) to revise al. the known vocabiliary



Games Bank

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary e.g. toys. In pairs, students throw and eatch of roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw you to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also but dithe vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound eightheliefter h(h). The student comes to the board and circles the letter h. Repeat with other students and letter sounds.

Color show

Lise this game to practice colors vocabiliary. Roll or throw a soft ball or beambag to a student and say Show me (yellow / red / blue / green). The student can tolor any item in the classroom whether they know the vocabiliary or not as long as it is the correct color.

Color spot

Lise this game to practice colors vocabulary. Say Find something red) Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student student student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room following a meandering path. The other student follows behind. When all students get to the other side of the room they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocability or letter sounds. Write words or letter sounds on pieces of paper or use the flashcards. Place three or four of the words or letter sounds you are reviewing e.g. n/helio b/book r/robot and d/daddy in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops students go to one of the letter sounds or vocability items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times making sure you as severy word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students only every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item eigilibrary, book, chair, crayen, pencil or table for classroom objects on the board or on a piece of paper. Pause for students to gliess the word. Students could play in teams with each group trying to gliess first.





Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello*, *I'm (name)*. Say *Hello*, *(name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabiliary. You need a set of real items e.g. a dol. a teddy bear a robot, a balloon a car a ball. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth and ask students to remember the items they saw

Min e it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could havite a confident student to do a mime for you to guess. Students can also play in pairs.

Min gle

Use this game to practice language. Students stand up and walk around the room. When you clap they stop and find a partner. They do a mini dialog with their partner for example. Hello, what's your name? I'm (Sara). When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board e.g. hihelio, bibook and rirobot and elicit the letter sounds in the letter sound in turn and ask students to say the sound. Then ask students to crose their eyes. Remove one letter sound and ask What's the missing sound? Students tell, you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board one behind the other. Trace a letter for example h on the back of the last student in the line. The student traces that letter on the back of the student in front of them who then traces tion the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items e.g. food (or toy food) classroom, tems parts of the body clothes. Choose one of the vocabulary items and say *Point to a crayen*. Students find and point to the item.

Point to the picture

Use this game to practice vocability using pictures of items cut out of magazines, when realitems are not available, e.g. course characters family members animals, numbers or using flash cards. Display the cut out pictures. Say one for the words, e.g. daddy. If students think they know which picture is daddy they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for eig pencies, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number for example two. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.



Games Bank

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says. ... touch your (nose)* and touch your own nose. Students touch their noses. Continue with eye, hair, ear, mouth and hand. Then say *Touch your (nose)* without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch* your nose but touch your own ear Students say *No!* and show the correct body part by touching their own nose and saying *Touch* your nose.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs eight one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocab...ary Display a set of pictures cut out of a magazine eigheant giraffe from monkey snake. Revise the vocab...ary Ask students to shut their eyes and remove one picture. Ask What's (Who's i missing? Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board book chair crayon pencil and table. Demonstrate with a confident student Show the student an item e.g. a book, and ask What's this? Help the student to reply It's a (book). Ask the class. Is it a (book)? The rest of the group says Yes, It's a (book). Swap roles encouraging the student to hold the item and to ask you. What's this? This time say the wrong item It's a (board). Encourage the student to ask the class. Is it a (board)? The rest of the class replies. No! It's a (book). Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students at or stand in a line or circle. Show the first student in the line one of the words letter sounds or pictures eighboring doll without letting the rest of the group see. The first student whispers doll to the student next to them, who whispers the word they have heard to the student next to them until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.



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